DOCUMENT RESUME

ED 091 982	HE 005 538

AUTHOR	Reinwald, Bernard C.
TITLE	A General Model of a Postsecondary Education Commission for the State of Florida.
PUB DATE	Feb 74
NOTE	247p.; Ph.D. Dissertation, Walden University
EDRS PRICE	MF-$0.75 HC-$11.40 PLUS POSTAGE
DESCRIPTORS	*Advisory Committees; Doctoral Theses; *Educational Improvement; *Higher Education; *Models; *Post Secondary Education; Research Projects
IDENTIFIERS	*Education Amendments of 1972 Section 1202; Florida; Florida State Postsecondary Education Commission

ABSTRACT

The purpose of the study was to investigate and determine: (1) how key administrators of accredited Florida postsecondary educational institutions perceived specific compositional and structure features, functions, and authorities of a Florida State Postsecondary Education Commission (1202 commission) and (2) if there existed sufficient consensus between these perceptions to formulate a general model of a Florida State Postsecondary Education Commission. The population sample for the study included 122 accredited postsecondary institutions in Florida and 41 other accredited proprietary and vocational schools. The study was conducted through the utilization of two specially developed, forced-choice instruments and the Delphi technique. Results indicated it was possible to establish near and/or sufficient consensus for 15 of the original 18 statements pertaining to the conceptual makeup of a 1202 commission for the State of Florida. This was considered more than enough to design and develop a general model or paradigm of a State Postsecondary Education Commission (1202) for the State of Florida. The model is incorporated into this research. (Author/MJM)

ED 091982

ABSTRACT

A GENERAL MODEL OF A POSTSECONDARY EDUCATION COMMISSION FOR THE STATE OF FLORIDA

By

Bernard C. Reinwald

B. S. Loyola University 1951
M. S. University of Illinois 1957

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A Dissertation Submitted in Partial Fulfillment of
The Requirements for the Degree of
Doctor of Philosophy

Walden University
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ABSTRACT

The purpose of the study was to investigate and determine how key administrators of accredited Florida postsecondary education institutions perceived specific compositional and structural features, functions, and authorities of a Florida State Postsecondary Education Commission (1202 Commission). It was also the goal of this research investigation to identify sufficient consensus between these perceptions to formulate a general model of a Florida State Postsecondary Education Commission. The population sample for the study included 122 accredited postsecondary institutions in Florida. This consisted of all nine public state universities, twenty-eight public junior and community colleges, twenty-one public vocational-technical centers and the twenty-three private nonprofit accredited colleges and universities listed in the 1973-1974 Florida Educational Directory. In addition, forty-one other accredited proprietary and vocational schools were surveyed. The study was conducted through the utilization of two specially developed forced-choice instruments and the Delphi technique. Chapter I outlines the study and provides introductory material. A review of literature pertinent to the study is presented in

Chapter II. Chapter III discusses the population sample, the research instruments, the data collection procedures, and statistical procedures followed in the study. Chapter IV describes the study's findings and Chapter V, the summary chapter, presents the conclusions, recommendations, and the model derived from the study. Near and/or sufficient consensus was established for fifteen out of eighteen characteristics of a general model of a State Postsecondary Education Commission for the State of Florida. An extensive bibliography and appendixes of related material are included.

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Bernard C. Reinwald

1974

ACKNOWLEDGMENTS

Completion of this study depended in a significant way upon the contributions of many unselfish persons who gave so graciously of their time, advice, and encouragement.

The study could not have been conducted without the cooperation of numerous postsecondary education administrators and officers in Florida. The author regrets that the promise of anonymity precludes their identification.

A special expression of gratitude and appreciation is extended to Dr. Siegfried G. Mueller, my advisor, for his invaluable counseling and assistance during the past year.

Appreciation is extended to the members of the Dissertation Review Committee: Dr. Lawrence D. Freeman, my initial advisor and reader; Dr. J. Barry McGannon, S.J., reader; Dr. John Mahoney, Dean and Regional Advisor; and Dr. Joseph Carol, Dean of Advisement.

Particular thanks is expressed to Florida State Representative Hugh Paul Nuckolls for his interest and support of this research activity.

This study is dedicated to my wife, LaVerne, and to my four children, Wendy, Bernard C., Jr., Mary, and Mark, who made numerous sacrifices over the many months, but nevertheless provided the interest, encouragement, patience, understanding and support throughout the course of this endeavor.

The scholarly apparatuses employed in this dissertation follow the format of Kate L. Turabian, *A Manual for Writers* (3rd ed.; Chicago, Ill.: The University of Chicago Press, 1967).

It should be noted that the Bibliography contains separate categories for the following: Books; Periodicals, Pamphlets, and Journals; Government Documents and Publications-State and Federal; Proceedings and Reports-Published; Newspaper Articles; and Unpublished Materials. The entries are alphabetized within each category.

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CHAPTER I

INTRODUCTION

On June 23, 1972, the U.S. Congress passed the "Education Amendments of 1972." It was described by the U.S. Congress as:

> An Act: To amend the Higher Education Act of 1965, the Vocational Education Act of 1963, the General Education Provisions Act (creating a National Foundation for Postsecondary Education and a National Institute of Education), the Elementary and Secondary Education Act of 1965, Public Law 874, Eighty-first Congress, and related Acts, and for other purposes.[1]

Kenneth E. Young, Vice-President and Director of the Washington, D. C. Office of the American College Testing Program, commented that June 23, 1972 was as important as July 2, 1862 and June 22, 1944 because these dates mark the occasions of the enactment of the three most important pieces of federal legislation affecting higher education in the history of our country. The Land-Grant College Act (the

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[1] U.S., Congress, Senate, An Act To Amend the Higher Education Act of 1965, the Vocational Education Act of 1963, the General Education Provisions Act (Creating a National Foundation for Postsecondary Education and a National Institute of Education), the Elementary and Secondary Education Act of 1965, Public Law 874, Eighty-first Congress, and Related Acts, and for Other Purposes, Pub. L. 92-318, 92nd Cong., 2d sess., 1972, S. 659, p. 1. (Congress indicated that this Act may be cited as the "Education Amendments of 1972.")

Morrill Act) was enacted on July 2, 1862 and the GI Bill of Rights (the Servicemen's Readjustment Act of 1944) was enacted on June 22, 1944. Young outlined four major reasons why the Education Amendments of 1972 was a historical piece of legislation: (1) From a practical standpoint, the act redefined "higher education" as "postsecondary education;" (2) The act required a stronger, more centralized role for the state in planning and coordinating all postsecondary education; (3) The act laid the foundation for the establishment of a national system of accountability for postsecondary education; and (4) The act redesigned and expanded student assistance programs, introducing Basic Educational Opportunity Grants and the concept of "entitlement." Sidney P. Marland, Jr., U.S. Commissioner of Education, Department of Health, Education and Welfare (D/HEW), described the Education Amendments of 1972 as "the most significant educational legislation of our times."[1]

Wentworth emphasized the importance of the Education Amendments of 1972 when he said that "passage of the Higher Education Act of 1972 was by all odds an extraordinary landmark piece of legislation,. . ."[2]

The Education Amendments of 1972, P. L. 92-318, mandated the states to assume more responsibility in the planning and coordination of all postsecondary education. To accomplish this goal, the Act, under Section 1202, authorized each state to create and/or designate, a "State Postsecondary Education Commission" (1202 Commission) in order to be eligible for funds under designated titles and for other purposes.[1]

---

[1] Kenneth E. Young, "A New Order: Implications for Higher Education of the Education Amendments of 1972," College and University Journal, XII (January, 1973), 4, 5, & 8.

[2] Eric Wentworth, "The Higher Education Act--and Beyond," Change, IV (September, 1972), 10.

Mr. Aims McGuinness, Executive Assistant to the Chancellor, University of Maine, presented a chart at the "Oversight Hearings"[2] held before the House Special Subcommittee on Education which summarizes the relative importance of the State Postsecondary Education Commissions to other authorities. This summary is on the next page.

Mr. Jack H. Jones, President of Jones College in Jacksonville, Florida, and Past Chairman of the Accrediting Commissions of the Association of Independent Colleges and Schools, stated:

> One of the Key Policy pronouncements by the Congress in the Amendments was the establishment of the state commissions mandated by Section 1202. This new policy of the Congress, whether or not implemented by appropriations this year, may have

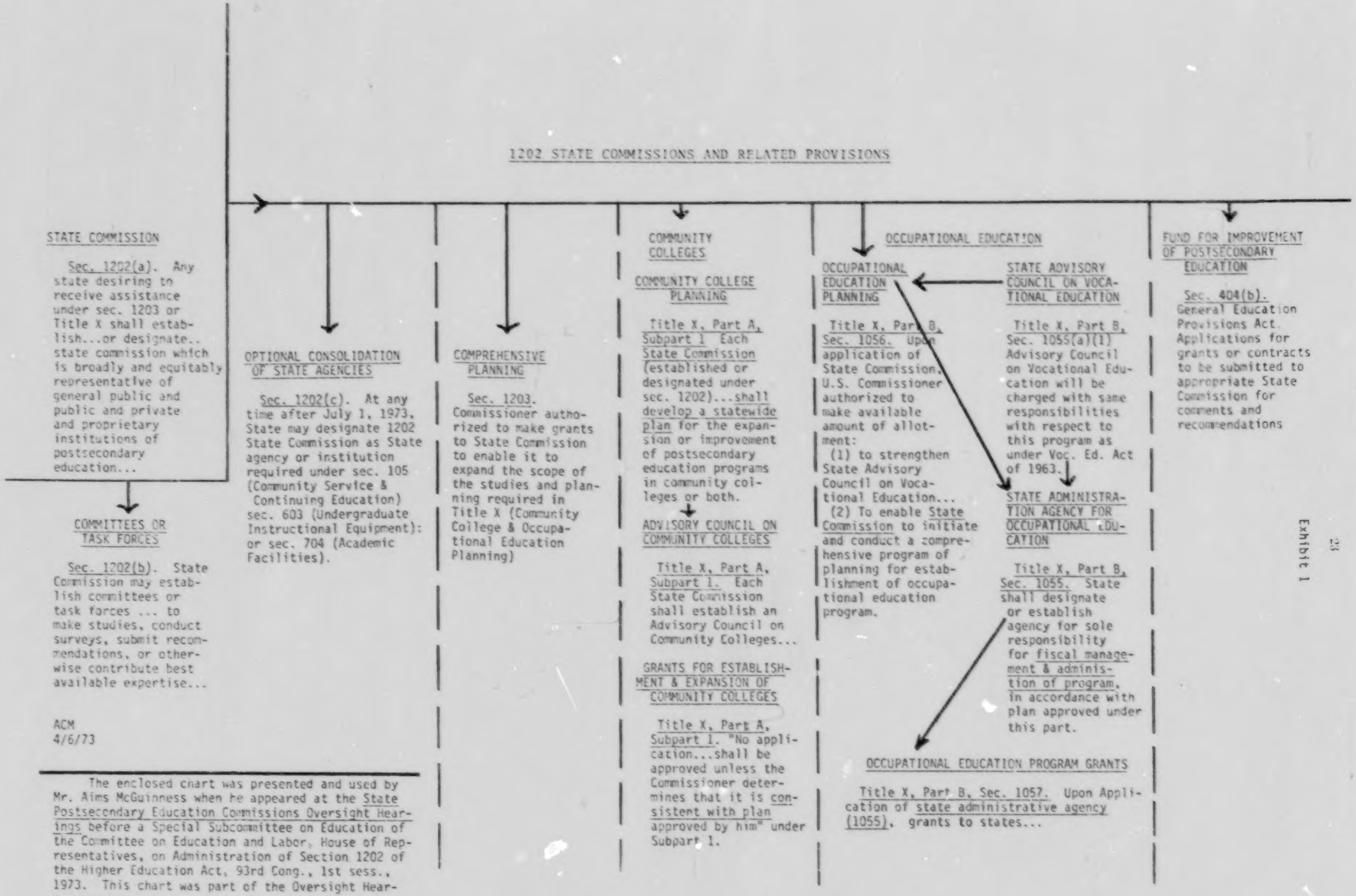
---

[1] U. S. Congress, Education Amendments of 1972, Pub. L. 92-318, p. 89.

[2] The "Oversight Hearings" were held in Washington, D.C., on April 9, 11, and 12, 1973, before the Special Sub-Committee on Education of the Committee on Education and Labor, House of Representatives, Ninety-third Congress, First Session on Administration of Section 1202 of the Higher Education Act.

Exhibit 1

1202 STATE COMMISSIONS AND RELATED PROVISIONS



STATE COMMISSION

Sec. 1202(a). Any state desiring to receive assistance under sec. 1203 or Title X shall establish...or designate.. state commission which is broadly and equitably representative of general public and public and private and proprietary institutions of postsecondary education...

COMMITTEES OR TASK FORCES

Sec. 1202(b). State Commission may establish committees or task forces ... to make studies, conduct surveys, submit recommendations, or otherwise contribute best available expertise...

OPTIONAL CONSOLIDATION OF STATE AGENCIES

Sec. 1202(c). At any time after July 1, 1973, State may designate 1202 State Commission as State agency or institution required under sec. 105 (Community Service & Continuing Education) sec. 603 (Undergraduate Instructional Equipment): or sec. 704 (Academic Facilities).

COMPREHENSIVE PLANNING

Sec. 1203. Commissioner authorized to make grants to State Commission to enable it to expand the scope of the studies and planning required in Title X (Community College & Occupational Education Planning)

COMMUNITY COLLEGES

COMMUNITY COLLEGE PLANNING

Title X, Part A, Subpart 1 Each State Commission (established or designated under sec. 1202)...shall develop a statewide plan for the expansion or improvement of postsecondary education programs in community colleges or both.

ADVISORY COUNCIL ON COMMUNITY COLLEGES

Title X, Part A, Subpart 1. Each State Commission shall establish an Advisory Council on Community Colleges...

GRANTS FOR ESTABLISHMENT & EXPANSION OF COMMUNITY COLLEGES

Title X, Part A, Subpart 1. "No application...shall be approved unless the Commissioner determines that it is consistent with plan approved by him" under Subpart 1.

OCCUPATIONAL EDUCATION

OCCUPATIONAL EDUCATION PLANNING

Title X, Part B, Sec. 1056. Upon application of State Commission, U.S. Commissioner authorized to make available amount of allotment:
(1) to strengthen State Advisory Council on Vocational Education...
(2) To enable State Commission to initiate and conduct a comprehensive program of planning for establishment of occupational education program.

STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

Title X, Part B, Sec. 1055(a)(1) Advisory Council on Vocational Education will be charged with same responsibilities with respect to this program as under Voc. Ed. Act of 1963.

STATE ADMINISTRATION AGENCY FOR OCCUPATIONAL EDUCATION

Title X, Part B, Sec. 1055. State shall designate or establish agency for sole responsibility for fiscal management & administration of program, in accordance with plan approved under this part.

OCCUPATIONAL EDUCATION PROGRAM GRANTS

Title X, Part B, Sec. 1057. Upon Application of state administrative agency (1055), grants to states...

FUND FOR IMPROVEMENT OF POSTSECONDARY EDUCATION

Sec. 404(b). General Education Provisions Act. Applications for grants or contracts to be submitted to appropriate State Commission for comments and recommendations

ACM
4/6/73

The enclosed chart was presented and used by Mr. Aims McGuinness when he appeared at the State Postsecondary Education Commissions Oversight Hearings before a Special Subcommittee on Education of the Committee on Education and Labor, House of Representatives, on Administration of Section 1202 of the Higher Education Act, 93rd Cong., 1st sess., 1973. This chart was part of the Oversight Hearings Report.

> a greater impact on the future of Proprietary Schools than any other federal legislation of the past ten years. They were designed to coordinate the planning of postsecondary education within the states with respect to the utilization of federal funds for such purposes.[1]

Richard Smith, one of the chief drafters of the Act and staff member of the Senate Labor and Public Welfare Committee, has said that the state commissions were to serve as "instruments of change" and Joseph Cosand, Deputy Commissioner for Higher Education, D/HEW, indicates that this section (1202) was the single most important part of the Act.[2]

Warren G. Hill, President-Elect of the State Higher Education Executive Officers' Association (SHEEO), Vice Chairman of the Education Commission of the States (ECS) and Chancellor of the Connecticut Commission for Higher Education, appearing at the "Oversight Hearings," made the following comment:

> The Education Amendments of 1972 clearly recognized state responsibility for postsecondary educational planning. They further underlined the recognized need for broadening the scope of such planning to cover the range of postsecondary education--public, private, and proprietary--and for the involvement of the various types of postsecondary education in the planning process.
>
> One of the most significant features of the Education Amendments of 1972 was the provision for

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[1] Jack H. Jones, "Proprietary Schools and 1972 Amendments Discussed," Compass, XXXVII (May, 1973), 16.

[2] Young, "A New Order," p. 6.

comprehensive postsecondary planning agencies as provided in Section 1202 and 1203 of the Law.[1]

Even though funds were not appropriated for fiscal 1973, both SHEEO and ECS strongly supported adequate appropriations in the Senate Appropriations Bill for Fiscal Year 1974 to assist the states in pushing forward their postsecondary planning and coordination efforts. As Chancellor Ralph A. Dungan, on behalf of SHEEO and ECS, summarized and succinctly stated:

> But I must say in all candor that in this period of declining enrollments and the need for stimulation of activities to meet the clearly unmet needs of students old and young throughout the country, the role of statewide coordination and comprehensive planning is indispensable.[2]

The State Postsecondary Education Commissions established under Section 1202 of the Education Amendments of 1972 were to be the instruments through which this statewide postsecondary education coordination and comprehensive planning was to take place.

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[1] U.S., Congress, House, Committee on Education and Labor, State Postsecondary Education Commissions-Oversight Hearings, before a Special Subcommittee on Education of the Committee on Education and Labor, House of Representatives, on Administration of Section 1202 of the Higher Education Act, 93rd Cong., 1st sess., 1973. p. 89.

[2] Testimony of Chancellor Ralph A. Dungan (New Jersey) on Behalf of the State Higher Education Executive Officers (SHEEO) and the Education Commission of the States (ECS) to the Subcommittee on Labor and Health, Education, and Welfare of the Senate Committee on Appropriations, July 25, 1973. A mimeographed copy of the testimony was furnished by Mr. Richard M. Millard, Director, Higher Education Services, ECS. (See Appendix F for copy of transmittal letter.)

RATIONALE AND SIGNIFICANCE OF THE STUDY

This research study was a timely and important investigation because the authorization of the State Postsecondary Education Commissions was a very recent development on the educational and political scenes--one which was currently on the minds of those surveyed.

This study was based on the assumption that the various public, private nonprofit, and proprietary segments of postsecondary education in Florida had a vested interest in the 1202 Commissions authorized by Section 1202 of the Education Amendments of 1972 and that the implementation of the 1202 Commissions would have a very definite impact and influence upon postsecondary education in Florida. It was also assumed that the key administrators of these Florida postsecondary institutions held varying characteristic expectations for the 1202 Commissions.

Since appropriations of funds by the U. S. Congress for the implementation of the 1202 Commissions appeared imminent, it was imperative at that time to conduct a research investigation and determine how the key Florida postsecondary education administrators of the universities, colleges, junior and community colleges, vocational-technical centers, and other postsecondary vocational schools and programs perceived specific characteristics of the 1202 Commission. With near consensus and/or sufficient consensus achieved, the expertise rendered by these administrators was instrumental in the development of a general model or paradigm that would aid the state legislature, probably satisfy the federal law, meet their needs, and foster cooperation between the various segments of postsecondary education in Florida. The research study had value to the state legislature for no such research study had been previously performed. The study received positive support from Florida Representative Hugh Paul Nuckolls, a member of the Florida House of Representatives Education Committee. Representative Nuckolls provided a cover letter for each of the two surveys conducted in this study.[1]

STATEMENT OF THE QUESTION

This study was concerned with discovering selected and specific characteristic expectations[2] held for the Florida State Postsecondary Education Commission (1202 Commission) as perceived by the key administrators of the accredited public, private nonprofit, and proprietary segments of postsecondary education in Florida.

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[1] See Appendix A, pages 154 and 159.

[2] It is recognized that "selected and specific characteristic expectations" is a cumbersome phrase; but, it seems the best and clearest way of describing those particular compositional and structural features, functions, and authorities of a 1202 Commission which were desired by various key Florida postsecondary education administrators. For lack of a better term, I have decided to use it throughout the dissertation. Hopefully, a better phrase can be developed by others.

The problem in this investigation centered around two basic questions:

I. Did the key postsecondary education administrators agree or disagree:

A. as to which specific components, in order to be "broadly and equitably representative," should have membership representation on the 1202 Commission?

B. as to how the 1202 Commission membership should be selected?

C. as to whether the 1202 Commission should have authority to implement a unified postsecondary education philosophy in Florida?

D. as to which specific authorities and functions should be assigned to the 1202 Commission?

E. as to how the 1202 Commission should function?

F. as to whether the Florida Constitution and/or laws should be altered, if necessary, to accommodate the federal law so that the State of Florida could obtain various funds and benefits resulting from the establishment of a 1202 Commission as outlined in the Education Amendments of 1972?

II. Was there near consensus and/or sufficient consensus among the responses of the key postsecondary education administrators of the various segments of postsecondary education in Florida to form a general model of the 1202 Commission?

Hypothesis

There was near consensus and/or sufficient consensus in the way the key postsecondary education administrators in Florida perceived specific characteristics of a 1202 Commission to develop a general model or paradigm of the 1202 Commission for the State of Florida

LIMITATIONS OF THE STUDY

The surveys reported in this study focused on only one small portion of the entire universe affected by the State Postsecondary Education Commission. Many other groups, such as the general public, legislators, consumers of education, professional associations, and others have an interest in the 1202 Commission. However, it is the accredited public, private nonprofit, and proprietary institutions of postsecondary education in Florida that are directly affected by the 1202 Commission implementation. Since these institutions are directly affected by the new law, their needs and wants as service organizations deserve prime consideration. Acceptance by these institutions and their key officers is important and imperative to the successful and workable implementation of the 1202 Commission. Therefore the survey was delimited to include only representatives of accredited Florida postsecondary education institutions.

DEFINITION OF TERMS

Accredited Institutions

Institutions accepted as accredited by the U. S. Office of Education.

Specific Characteristics

Specific characteristics are those particular compositional and structural features, functions and authorities that had been identified and defined by the statements on the State Postsecondary Education Commission (1202) Questionnaire, the forced-choice instrument that was developed for this study: each of the seventeen statements contained in questions One-A through Nine, Eleven and Twelve represented a single specific characteristic.[1]

Specific characteristics are those particular compositional and structural features, functions, and authorities that were repeated, identified and defined by the statements on the Second State Postsecondary Education Commission (1202) Questionnaire, the second forced-choice instrument that was developed for this study: each of the eight statements represented a single characteristic.[2]

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[1] See Appendix A, page 153.

[2] See Appendix A, page 158.

Vested Interest

A vested interest is an interest in an existing political, economic, or social privilege in which the holder has a strong personal commitment.[1]

Characteristic Expectation

Characteristic expectation is a specific compositional and structural feature, function, or authority which was desired of a commission by various key Florida postsecondary education administrators.

Impact and Influence

Impact and influence refers to the effects that the 1202 Commissions would have on the people, programs, philosophies, goals, objectives, funding procedures, curricula, and administration of Florida postsecondary education institutions.

Public Postsecondary Education Institutions

Public postsecondary education institutions refers to those accredited postsecondary education institutions that are under public supervision or control.

Private Nonprofit Postsecondary Education Institutions

Private nonprofit postsecondary education institutions refers to private accredited postsecondary education institutions, not under public supervision or control and not operating for a profit.

Proprietary Postsecondary Education Institutions

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[1] Webster's Seventh New Collegiate Dictionary, 1967.

Proprietary postsecondary education institutions refers to private accredited postsecondary education institutions, not under public supervision or control and operating for a profit.

Unitary Agree Response Category

The response categories of "strongly agree" and "tend to agree" are combined to form this category.

Unitary Disagree Response Category

The response categories of "strongly disagree" and "tend to disagree" are combined to form this category.

Sufficient Consensus and Near Consensus

Sufficient consensus was considered accomplished with 80 per cent or more of one kind of unitary response. A unitary response of at least 75 per cent was considered near consensus.

BASIC ASSUMPTIONS

This study was based on the assumption that the various public, private nonprofit, and proprietary segments of postsecondary education in Florida have a vested interest in the State Postsecondary Education Commissions (1202 Commissions) authorized by Section 1202 of the Education Amendments of 1972 and that the implementation of the 1202 Commission would have a very definite but unknown impact and influence upon postsecondary education in Florida. It was also assumed that the key administrators of these Florida postsecondary institutions held varying characteristic expectations for the 1202 Commission.

ORGANIZATION OF THE REMAINDER OF THE DISSERTATION

Chapter Two includes a selective, rather than an exhaustive, review of the related literature covering various important aspects of the State Postsecondary Education Commissions (1202 Commissions) and related items.

Chapter Three describes the procedures and methodology for the study. The process of selecting the respondent population sample is presented. The instruments used are described and their development explained. Data collection procedures are discussed in detail.

Chapter Four provides analyses of the selected specific characteristic expectations of 1202 Commissions held by the key administrators of postsecondary education institutions in Florida. The characteristic expectations they held for 1202 Commissions were determined by their responses to two questionnaires developed for this study. Analyses of the respondents' responses revealed near and/or near sufficient consensus on enough characteristics to formulate a general model or paradigm of the 1202 Commission.

Chapter Five is devoted to the formulation and design of a model of a 1202 Commission for the State of Florida.

SUMMARY

This study was based on the assumption that the various public, private nonprofit, and proprietary segments of postsecondary education in Florida have a vested interest in the State Postsecondary Education Commissions (1202 Commissions) authorized by Section 1202 of the Education Amendments of 1972, enacted June 23, 1972, and that the implementation of the 1202 Commission would have a very definite impact and influence upon postsecondary education in Florida. It was also assumed that the key administrators of these Florida postsecondary institutions held varying perceived characteristic expectations for the 1202 Commission. Since appropriations of funds by the U.S. Congress for the implementation of the 1202 Commissions appeared imminent, it was imperative to determine how the key Florida postsecondary education administrators of the universities, colleges, junior and community colleges, vocational-technical centers, and other postsecondary vocational schools and programs perceived a 1202 Commission that would meet their needs.

The problem in this investigation centered around two basic questions: (1) How did the key postsecondary education administrators perceive selected and specific characteristics of the 1202 Commission? (2) Was there near consensus and/or sufficient consensus between the responses of the key postsecondary education administrators of the various segments of postsecondary education in Florida to form a general model of the 1202 Commission?

CHAPTER II

REVIEW OF RELATED LITERATURE

BACKGROUND AND INTRODUCTION

"Almost every institution in American society has suffered confusion and demoralization in the past decade." said James Hitchcock, History Professor at St. Louis University.[1] Sobol and Robinson identify these changes in our society as revolutions in our society[2] and education.[3] Venn refers to it as a social crisis in America and summarizes the matter: "At the center of the crisis is a system of education that is failing to prepare individuals for a new world of work in an advanced technological society."[4]

Hitchcock identified how the universities suffered as a result of this confusion, demoralization, change, and crisis:

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[1] James Hitchcock, "The New Vocationalism," Change, V (April, 1973), 46.

[2] Thomas Sobol, "The Broader Meaning of Articulation," Phi Delta Kappan, LIII (September, 1971), 25.

[3] Donald W. Robinson, ed., "The Times They Are A'Changing. Are You?" Phi Delta Kappan, LII (January, 1971), 257.

[4] Grant Venn, Man, Education, and Work--Postsecondary Vocational and Technical Education (Washington, D.C.: American Council on Education, 1964), p. 157.

> Probably none has suffered more than the university, precisely because it is expected to provide enlightenment and leadership, to stay on the path of wisdom when everyone else has strayed. Now the universities have confessed that they no longer see clearly where the lamp of reason is leading, and it is ironic that they have undertaken to prescribe the remaking of society at a point in time when they seem to have no clear notion of their own purpose.[1]

This accelerated rate of change has been particularly noticeable in higher education. "Graduate education in the U.S. is in trouble," according to the recently released report of the task force created by the Department of Health, Education and Welfare and chaired by Frank Newman, on the federal role in graduate education.[2] The confusion, change, demoralization, and crisis requires the establishment of new goals, objectives, and purposes to meet the current needs. Malcolm G. Scully, contributing editor of the Saturday Review/Education, paraphrased Thomas K. Glennan, Jr., Director of the National Institute of Education, as having said that many of the current educational goals were set fifty or sixty years ago and have remained unexamined since that time.[3] A greater sensitivity to the social needs of our nation and a focus on the real current problems of higher education is needed.

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[1] Hitchcock, "The New Vocationalism," p. 46.

[2] National Board on Graduate Education, "National Graduate-Education Unit's Reply to Newman Report," *Chronicle of Higher Education*, VII (June 18, 1973), 7.

[3] Malcolm G. Scully, "Thomas Glennan of the NIE," *Change*, V (March, 1973), 60.

In an effort to meet some of the needs of our society and higher education, the U.S. Congress passed the Education Amendments of 1972. The recognition of the importance of this legislation was outlined in the first chapter of the study.

Robert C. Andringa, Minority Staff Director of the Committee on Education and Labor of the House of Representatives, has commented that the recent enactment of the Educational Amendments of 1972 illustrated the negligence of the higher education community in assuming a leadership role and in assisting the federal policy-makers to formulate this new law. He indicated that the most difficult thing to understand was that the education community did not furnish the desired research data and analytical effort to shed light on several dozen important issues, "including the extent and nature of the financial crisis among institutions, the proper role of student financial-aid programs, and the relationship of graduate programs to manpower needs." Congress struggled with this legislation for two-and-one-half years and there were many strong differences of opinion on various aspects and provisions of the act; however, there was almost total accord that the education community did not support the legislative process by providing the desired research and analytical effort. It was Andringa's impression that other

Congressional committees dealing with various aspects of postsecondary education had similar experiences. Congressmen are used to business, trade, and professional groups flooding them with sophisticated data related to their special interests. Moreover this data is usually assembled on the American campus. It seemed only logical to expect that the higher education community could marshal similar intellectual efforts to help state and federal policy-makers understand the world of academe. However, this has not been the case and the nation's intellectuals have rendered a low priority to the politics, sociology, and economics of national policy with respect to higher education.[1]

The signing of this nineteen billion dollar piece of legislation by President Nixon signaled the termination of one chapter of political maneuvering by higher education leaders and the beginning of another according to Fields.[2] The first chapter did not come easily and Young said:

> A fascinating case study could be written about the origins and development of this bill. In fact, it might even make a good play because the scenario contained a number of fine dramatic elements, including: the welter of political forces at work; the diversity of views from the educational community; the complex internal divisions on the issues

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[1] Robert C. Andringa, "Why Won't Educators Help Congress Write Education Laws?" Chronicle of Higher Education, VII (July 30, 1973), 12.

[2] Cheryl M. Fields, "Nineteen Billion Dollar Higher Education Bill Wins Passage, Nixon's Signature," Chronicle of Higher Education, VI (July 3, 1972), 1.

> within the Congress; complicated and sometimes unprecedented procedural circumstances; and the impact of extraneous issues such as school busing. And, of course, what was particularly dramatic was the number of times when the legislation almost died before birth. Late last year the Senate Subcommittee Staff room had a big sign posted on the wall that said, "If anything can happen, it will happen to S. 659."[1]

Well, many things did happen during the months of conference committee deliberations, hearings, and negotiations. This was aptly illustrated by Young when he quoted Lawrence Gladieux, veteran Congressional observer, as having said:

> Although in a sense the Administration seemed to achieve its major goals, in each instance it actually was forced to accept a modified, often substantially changed version.
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> A key factor in the final stages of the House Senate Conference was the unity of the Senate committee, contrasted with the splintering and shifting coalitions within the House committee.
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> . . . .
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> The national associations lobbying on behalf of higher education finally achieved acceptance of the principle of institutional aid. However, they did not get the formula they wanted, and it is doubtful that any meaningful funding will be provided this year. Initially, the associations badly miscalculated by working almost exclusively with and through one Congressman, and certain key representatives continued this tactic to the end. There is an old saw among lobbyists that you never work just one side of the aisle. In this case, some of the associations were working only one member of Congress![2]

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[1] Young, "A New Order," p. 5.

[2] Young, "A New Order," p. 5.

Fields indicated that during the long drawn-out legislative process of developing this massive aid bill higher education's representatives were greatly criticized by some Senators, Representatives, and their staffs for several reasons. Among these were complaints that the institutions of higher learning refused to consider alternatives to their favored institutional-aid plan but failed to develop a strong enough rationale for the enrollment-based formula. The college leaders concentrated on operating support and gave little energy to student-aid needs. Probably one of the largest areas of criticism was communications. College leaders were often criticized for depending too much on Mrs. Edith Green, Representative from Oregon, to work their will in conference and neglected to keep good lines of communication open to other lawmakers on the education subcommittees. According to Fields, one Senate aide indicated that the higher education community acted as though the Senate did not exist. On several occasions, Senator Claiborne Pell of Rhode Island, publicly criticized colleges for their lack of interest in the Senate deliberations.[1]

This paper could not afford the luxury of reviewing the legislative intentions of Congress in creating the 1202 Commissions. As Robert C. Andringa said, this "has been debated up and down."[1] However, the most comprehensive source available regarding the 1202 Commission, according to Lisabeth B. Horner, Information Assistant, American Association of Community and Junior Colleges, is the committee report of the "Oversight Hearings" previously referred to in this paper.[2] It is of interest to note that "the House bill did not include State Commissions. The concept behind Section 1202 was created in the Conference Committee, but was based [sic] some extent on provisions on the Senate-passed bill."[3]

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[1] Fields, "Nineteen Billion," p. 5.

On June 23, 1972, the U.S. Congress passed the "Education Amendments of 1972" and Section 1202 of the Act became law.[4] A copy of Section 1202 is included in this paper.[5]

The wording of the act was not completely definitive as to the composition, functions, and responsibilities of the 1202 Commissions. Therefore, a task force was established by D/HEW, the U.S. Office of Education, to establish guidelines for the implementation of the 1202 Commissions.

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[1] See Appendix F, page 184.

[2] See Appendix F, page 177. (See Appendix F, page 184 for additional sources of Congressional intent information.)

[3] See Appendix F, page 184.

[4] U.S., Congress, Education Amendments of 1972, Pub. L. 92-318, p. 89.

[5] See Appendix I, page 213.

The "Task Force on State Postsecondary Education Commissions" was headed by John D. Phillips. On November 24, 1972, the Task Force submitted its preliminary report (first issue paper) to the Deputy Commissioner for Higher Education. The Task Force identified the ambiguity of the legislative language of Section 1202:

> Legislative language with respect to State Commissions authorized in Section 1202 is, in some respects, subject to varying interpretations; a condition which could open the door to conflict among various interested parties in the postsecondary education community and in the general public. The intent of the legislation clearly is to foreclose such conflicts by convening interested parties to discuss and plan together as members of State Postsecondary Education Commissions, and it is the responsibility of DHEW/USOE to facilitate this cooperation through the regulations, guidelines and procedures which are developed to implement Section 1202.
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> Interest in this section of the law is intense. DHEW/USOE has worked with a variety of persons--including State Governors, chief State school officers, State higher education agencies, college and university officials, community and junior college officials, vocational education personnel, minority group representatives, etc.--to obtain their counsel on how to best implement Section 1202.[1]

Ten days later, on December 4, 1972, copies of the report were distributed by mail to more than 5,000 individuals along with a letter from the Deputy Commissioner for Higher Education requesting written reactions, comments and suggestions to be directed to the Chairman of the Task Force.[2]

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[1] U.S., Congress, House, Oversight Hearings, p. 127.

[2] U.S., Congress, House, Oversight Hearings, pp. 149-150.

On December 15, 1972, Floyd T. Christian, Commissioner, Department of Education, State of Florida, responded to the letter of December 4, 1972, with six pages of observations, opinions, and recommendations regarding the USOE Issue Paper of November 24, 1972 on 1202 Commissions.[1]

Nearly 450 responses were received, providing a wealth of insights to guide the Task Force in the course of analysis, review, and revision of the Issue Paper, and in preparation of a revised report. The revised report along with a preliminary draft of the Federal rules and regulations were scheduled to be mailed early in February, 1973. This was to be followed by a USOE review and clearance in late-February, and transmittal to DHEW and the Advisory Council on Intergovernmental Relations for their necessary reviews. Without delays this schedule would have permitted publication of proposed rules and regulations in the Federal Register--and the beginning of the third and final opportunity for public comment during the week of March 19-23, 1973.[2]

The revised report and preliminary rules and regulations were never issued (as of the time this paper was written.)[3] The federal budget for the fiscal year 1974 was submitted to the U.S. Congress without requesting funds for most authorities involving Section 1202 - State Postsecondary Education Commissions at that time. Then the DHEW deferred distribution of revised guidelines and the proposed regulations and suspended all activity relative to establishment of the Section 1202 State Commissions.[1] This was accomplished by a letter, dated March 7, 1973, from John Ottina, Acting U.S. Commissioner of Education, to all parties that had received the first paper on the guidelines for the 1202 Commissions.[2]

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[1] See Appendix F, page 171, for a copy of the Floyd T. Christian's letter summarizing Florida's position on various points of the USOE Issue Paper of November 24, 1972.

[2] U.S., Congress, House, Oversight Hearings, p. 150.

[3] See Appendix F, pages 178, 181, and 185.

Section 1202 - State Postsecondary Education Commissions was part of the law and the U.S. Congress was not going to let an administrative fiat dilute or diminish the law. The "Oversight Hearings" were held in Washington, D.C. on April 9, 11, and 12, 1973, before the Special Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Ninety-third Congress, First Session on Administration of Section 1202 of the Higher Education Act.[3] Honorable James G. O'Hara, Chairman of the Subcommittee, identified some of the congressional concern in his opening remarks at the "Oversight Hearings":

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[1] See Appendix F, pages 178 and 181.

[2] U.S., Congress, House, Oversight Hearings, pp. 20-21.

[3] U.S., Congress, House, Oversight Hearings, Cover.

This decision was not greeted with unmixed cheers or disappointment. There are some who consider the original guidelines to have been unacceptable, and would have probably welcomed the revised guidelines. Others may feel the opposite way. There is no consensus in the community, and certainly no final judgment by the chairman of this committee, as to the wisdom of Commissioner Ottina's decision. On that, we will take testimony and defer judgment.

But there are some things on which I am ready to make a judgment now.

First, I object rather firmly to some of the phraseology in Commissioner Ottina's letter.

He says, "The community service, instructional equipment and academic facilities programs are scheduled to be terminated and no funding is provided to implement" title X.

Mr. Ottina here makes a common mistake. He mistakes the proposals in the budget for decisions by the institution authorized by the Constitution to make such decisions.

The provisions of law which the Commissioner says are "scheduled to terminate" do not have a termination date in the law, as do most other grant programs.

But the decision as to termination will be made, in accordance with the Constitution, by the Congress, not by the Office of Education, not by the Office of Management and Budget, and not by the President acting on his own.

The same thing is true with regard to Title X. It is true that the budget contains no funds for Title X. And, given the political facts, it is possible that there will not be any Title X funds appropriated in the immediate future.

But that does not give even my friend John Ottina the right to talk as though the decision had already been made, and the Congress can simply be ignored.

This hearing, I hope, will be primarily directed toward the substantive questions involved. But I think we should all bear these constitutional issues in mind throughout.

> If section 1202 can be suspended by administrative fiat, the administration can ask in the budget for another example, not for a repeal of or an amendment to section 411(b) but for a dispensation from it, then the concept of rule by law is rendered shakier. And we cannot afford in these days to tolerate any action, however motivated, no matter who commands it, which tends to diminish respect for the law.[1]

On April 11, 1973, Dr. Warren Hill, representing the Education Commission of the States and the State Higher Education Executive Officers Association, summarized the attitudes of many:

> Whether there is funding or not for the 1202 commissions and their planning functions (sec. 1203), it is critically important that the discussions in relation to more effective and comprehensive planning by all the parties concerned continue. One of the unfortunate aspects of the decision to withhold the issue paper and guidelines is that it has left everyone--States, institutions, and agencies--in mid-air without further guidance and without an opportunity to see, comment further, or act upon the basis of the revisions introduced in the light of the earlier responses.
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> We sincerely hope that the issue paper and guidelines will be released, if for no other reason than to clear up the confusion and to continue to act as a catalyst for discussion and action.
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> One final note should be added. It seems to us that the issue is not and should not be Federal mandating of particular State structures. We would not claim that sections 1202 and 1203 are necessarily the most adequate formulation possible. Rather, the issue is the importance of Federal recognition and the reinforcement of the critical role of effective comprehensive planning for postsecondary education on the part of the States. Planning of that order is seen as the precondition of the vitality, freedom and continuation of the pluralistic and diversified

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[1] U.S., Congress, House, Oversight Hearings, p. 21.

> (yet complementary) postsecondary educational system that holds such promise for meeting both the needs of our diverse citizenry and the manpower needs of society.[1]

On April 12, 1973, the Education Daily reported that three key spokesmen for the higher education community had told a House panel on April 11, 1973 that the Office of Education should release its regulations for the 1202 state planning commissions even if the program is not funded.[2] On the same day, the Education Daily reported,

> "The important point is that the distribution of the proposed guidelines generated more serious thought about the planning in states where there had been little such thinking before, and it tended to sharpen thinking in states that had already embarked on statewide planning efforts," said William C. Friday, spokesman for the American Council on Education. Darrell Holmes, representing 427 institutions in the American Association of State Colleges and Universities and the National Association of State Universities and Land-Grant Colleges, agreed.[3]

The hearings were extensive and discussions covered numerous aspects of the Section 1202 legislation. Everything was covered from the need for postsecondary educational planning to the constitutionality of John Ottina's letter of March 7, 1973 which had left everyone up-in-the-air without further guidance.

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[1] U.S., Congress, House, Oversight Hearings, pp. 91-92.

[2] News Item, Education Daily, April 12, 1973, p. 2

[3] News Item, Education Daily, April 12, 1973, p. 2

The Education Daily summarized some of the committee's reaction and foreshadowed the next course of action for Congress when it reported,

> Suggesting that Congress just might by-pass OE, force funding of Title X of the Higher Ed Act, and allow the states to set up their own 1202 Commissions without Federal regulations, the committee criticized the administration for assuming a legislative role and charged that it was interfering with Congressional intent.[1]

Fields said, "The second chapter will involve putting the complex new law into effect and winning appropriations for it."[2] Wentworth stated, ". . .higher education lobbyists and those they represent will have to prove persuasive as never before, lest appropriations for their programs over the next three years make a mockery of this year's long-awaited law."[3] Recently, Dungan, at the hearings of the Senate Committee on Appropriations, stated,

> Finally, if one needs further specific justification, the provisions of the Education Amendments of 1972 for Post-Secondary Occupational Education and Community Colleges cannot be implemented until the 1202 and 1203 provisions have been activated.
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> Almost every State according to SHEEO preliminary research has a 1202 structure under consideration with the exception of two or three. We maintain that the 1203 function will enable the States to play central roles in ensuring effective and coordinated implementation of other major,

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[1] News Item, Education Daily, April 13, 1973, p. 2.

[2] Fields, "Nineteen Billion," p. 1.

[3] Wentworth, "The Higher Education Act," p. 64.

key programs such as the Basic Opportunity Grants Program.[1]

It was contended by many that the State Postsecondary Education Commissions were the law of the land and this law should and would be implemented because of the need and the recognition of that need by Congress. Based upon this premise, the potential impact and influence of the 1202 Commissions was significant enough to warrant a research investigation with the goal and purpose of providing the Florida Legislature with an assessment of attitudes and insights as to how the postsecondary educational administrators perceived the State Postsecondary Education Commission so that when the 1202 Commissions were implemented the legislators would be prepared. This was the ideal interim period to conduct such a study. The states were waiting to see if Congress approves an appropriation for the 1203 functions of the 1202 Commissions and, if so, even if the Health, Education, and Welfare appropriations bill were signed by the President, whether the President will, in fact, issue the signal to go-ahead on the establishing the 1202 Commissions.

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[1] Dungan, Testimony before Senate Committee on Appropriations, July 25, 1973. pp. 14-15.

PROPRIETARY SCHOOLS

"For all practical purposes the act [The Education Amendments of 1972] redefines "higher education" as "postsecondary education," according to Young.[1] He elaborated on the expanded definition:

> While the legislation expresses a strong concern for helping and improving colleges and universities, there is in the act an even stronger impulse to push these institutions into playing new roles and serving less traditional student clienteles--disadvantaged students, part-time students, stop-and-go students, adult students. Even more significantly, the act takes an unequivocal position that the educational activities of accredited vocational-technical institutions and proprietary schools are legitimate and important and worthy of support. There seems little doubt that with this act the federal government has defined "higher education" (as it must qualify for federal recognition and funding) to include virtually all organized educational activities that go beyond the high school level or that serve adult populations.[2]

This meant that "postsecondary education" had emerged as a conceptual replacement for "higher education" with a much more extensive meaning. Harold L. Hodgkinson, President of the American Association for Higher Education, noted that anyone in Washington, D.C. recently was aware of the change in the language by the bureaucrats in the Office of Education. They used "postsecondary education" in place of "higher education" and it may have seemed harmless enough. However, there were revolutionary implications for the practitioners of "higher education." The new term acknowledged over 10,000 proprietary schools in the U.S. as a legitimate part of the federal interest. Hodgkinson further commented that proposed changes in the accrediting regulations could increase the number of institutions eligible for accreditation and that many of them were likely to be eligible for federal student-aid and institutional assistance programs.[1]

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[1] Young, "A New Order," p. 5.

[2] Young, "A New Order," p. 6.

In the past, higher education had been limited to specific academic communities, namely, the universities, the colleges, and the junior and community colleges. The Education Amendments of 1972 had expanded the definition of postsecondary education to include all forms of education, public and private, profit and nonprofit, beyond the secondary level. A change in philosophy had taken place and "proprietary" was no longer a dirty word.

Grant Venn, author of the book, Man, Education and Work--Postsecondary Vocational and Technical Education, observed a change taking place in proprietary education a few years ago. He found that the proprietary schools were operating in a seller's market, they had lost their fly-by-night stigma of the post war years, and the public and commercial acceptance was quite good. Student demand for these schools was high. In fact, the schools had difficulty in keeping their students from accepting job offers before graduation.[1]

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[1] Harold Hodgkinson, "Proprietary Institutions: Profitable Lesson?" Compass, XXXVII (March, 1973), 1.

The proprietary schools were once again coming into their own and Jones argued that acceptance of the proprietary schools had long been denied by the educational establishment. "But," he said, "the statutory definitions and policy pronouncements by the Congress in the Amendments of 1972 signal a growing recognition of the place of these institutions in the academic turf." Jones thought the years ahead for proprietary education should be good ones. Changing national goals, fiscal realities, and student aspirations tend to indicate that the right of the proprietary schools to exist was no longer challenged. Instead, they were recognized as legitimate national resources whose services were needed.[2]

Richard A. Fulton, Executive Director of the Association of Independent Colleges and Schools, indicated that the establishment of the 1202 Commissions was going to require a new set of attitudes both by proprietary school administrators and state education officials. Prior to the passage of the Education Amendments of 1972 the proprietary schools were often ignored in the overall educational thinking in state governments.[1]

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[1] Venn, Man, Education and Work, p. 107.

[2] Jones, "Proprietary Schools," p. 16.

Fulton provides some insights into the reactions of the proprietary community:

> From a long-range viewpoint the most important provision in the Education Amendments of 1972 is the inclusion by Congress of proprietary schools in the so called "1202 State Planning Commissions." These Commissions are required by Congress to be made up of persons "broadly and equitably representative of the general public and public and private nonprofit and proprietary institutions of postsecondary education in the State."
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> I've said it before and I'll say it again--for the first time there is a philosophical commitment to provide a forum at the highest level which will include persons representative of proprietary schools. Here at long last the activities of the entire postsecondary operations in any given state will be subject to searching examination and constructive coordination.[2]

There had been a radical change in the attitude of the people of the country toward proprietary schools and this had been reflected in the Education Amendments of 1972. Maybe it had been an appreciation of the fact that it was not immoral to make a profit. U.S. Representative Edith Green did a splendid job of clarifying the morality of making a profit when she said, "Sometimes we act as if 'non-profit' organizations are morally superior because somehow they are doing the job out of some high moral ideal--as if somehow it were immoral to make a profit."[1]

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[1] Richard A. Fulton, "Washington Office Notebook: Those 1202 Commissions," Compass, XXXVII (February, 1973), 2.

[2] Richard A. Fulton, "Washington Office Notebook: 1202 State Commissions," Compass, XXXVII (January, 1973), 2.

Hodgkinson discussed the relationship of proprietary schools to higher education and indicated that the profit was held against the proprietary schools when he stated,

> The major reason why we in the core have looked down so upon the proprietary schools has been the fact that they exist to make a profit. These days, it is clear that the distinction is blurred between proprietary and nonprofit institutions. For all practical purposes, most nonprofit institutions were delighted in the past to encounter "excess of income over expenditure," and the finances of the two types are not very different. In fact, one of the problems of core colleges and universities today is that they don't make a profit.
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> Although its conclusion is somewhat painful, the Office of Education is probably right--we need to look at all organized educational endeavors after high school as one complex of activity. The competition for scarce federal dollars will increase, and we may encounter some strange new ideas, but the whole enterprise will be stronger. State commissions and planning offices for higher education had better lay in a new supply of aspirin.[2]

The recognition of the proprietary schools drastically increased the number of institutions involved in higher education. In his article, "Adult Education Through Proprietary Schools," H. D. Hopkins estimates that there are 600,000 people enrolled in proprietary schools, 200,000 of whom are awarded a diploma or other certificate each year.[1] A National Home Study Council survey indicates that in 1962, 3,411,742 persons were enrolled in 9,067 courses of correspondence study at 919 institutions.[2] The Chamber of Commerce of the United States found that more than 7,000 business firms, including 290 of the largest, used correspondence education or carried out all of their training through correspondence.[3]

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[1] Edith B. Green, "The Educational Entrepreneur--a Portrait," Public Interest, XXVIII (Summer, 1972), 25.

[2] Hodgkinson, "Proprietary Institutions." p. 9.

Jones refined the figure in terms of schools:

> Although it has been estimated that there are about 10,000 proprietary vocational schools in the country, the Education Amendments do not affect a large number. There are probably about 1,200 business schools, 3,500 trade or technical schools, 3,500 beauty and barber schools, with the remainder made up of other specialized schools. Remember, the Amendments affect only accredited schools with programs of six months or more. This eliminates a lot of Proprietary schools. I estimate the universe of Accredited Proprietary Schools at less than 1,500.[4]

However, the Amendment did increase the number of institutions involved in higher education and reduced the relative importance of the old higher education "core" groups. It was not clear whether or not a power struggle would develop as the result of the expanded universe. Fulton indicated that the proprietary schools wanted their slice of the federal funds when they were appropriated as well as representation on the State Postsecondary Education Commissions when they were implemented.[1]

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[1] H. D. Hopkins, "Adult Education Through Proprietary Schools," in Handbook of Adult Education in the United States (Chicago, Ill.: Adult Education Association of the U.S.A., 1960), 341.

[2] News Item, National Home Study Council News, May, 1963, pp. 6-7.

[3] Chamber of Commerce of the United States, "Accredited Correspondence Education: An Answer to Training Needs of Business," Special Supplement to Washington Report (November 30, 1962), 2.

[4] Jones, "Proprietary Schools," p. 14.

CAREER EDUCATION

Almost ten years ago Venn said, "Occupational education must become an integral part of total education." He continues: "To provide general education without occupational education is to ignore the facts of modern technological life; to attempt one without the other is to be totally unrealistic."[2] At that time only one student in ten leaving the educational system without a bachelor's degree had some specific occupational preparation.[3]

Byron L. Johnson stated that no industry can survive without knowing what it produces. Too often, however, our colleges are vague and indefinite about their outputs.[4]

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[1] Richard A. Fulton, "The Future is Now," Compass, XXXVII (June, 1973), pp. 13-14.

[2] Venn, Man, Education, and Work, p. 159.

[3] Venn, Man, Education, and Work, p. 23.

[4] Byron L. Johnson, Islands of Innovation Expanding: Changes in the Community College (Beverly Hills, Calif.: Glencoe Press, 1969), p. 304.

The recent philosophy of career education adopted by the U.S. Office of Education, DHEW, and perpetuated by the National Institute of Education, a creation of the Education Amendments of 1972, will tend to improve the outputs of our schools. In 1971, Sidney P. Marland, Jr., then the U.S. Commissioner of Education, introduced career education by commenting:

> The first attitude that we should change, I suggest, is our own. We must purge ourselves of academic snobbery. For education's most serious failing is its self-induced, voluntary fragmentation, the strong tendency of education's several parts to separate from one another, to divide the entire enterprise against itself. The most grievous example of these intramural class distinctions is of course, the false dichotomy between things academic and things vocational. As a first step, I suggest we dispose of the term vocational education, and adopt the term career education. Every young person in school belongs in that category at some point, whether engaged in preparing to be a surgeon, a brick layer, a mother, or a secretary.
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> How absurd to suggest that general knowledge for its own sake is somewhow superior to useful knowedge. "Pedants sneer at an education that is useful," Alfred North Whitehead observed. "But if education is not useful," he went on to ask, "What is it?" The answer, of course, is that it is nothing. All education is career education, or should be.[1]

More recently, Dr. William Pierce, Deputy Commissioner for Occupational and Adult Education in the U.S. Office of

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[1] Sidney P. Marland, Jr., "Career Education Now," (Address at the 1971 Convention of the National Association of Secondary School Principals, Sam Houston Coliseum, Houston, Texas, Saturday, 10:00 A.M., January 23, 1971), p. 5.

Education, DHEW, stated that it was commonplace today to find young people leaving school unprepared to find their place in the sun, and that this resulted in a waste of time and talent. He estimated that about sixty percent of what youngsters are taught in school could be profitably eliminated on the grounds that it provides them neither with job skills nor with the "coping" skills that enable people to lead satisfying, self-confident lives. Pierce identified the goal of the career education approach when he summarized:

> This in essence is what the career education approach is all about: to reform and refocus education so that what is taught in the classroom has a clear, demonstrable bearing on the student's future plans--whether these plans be to find a job immediately, to go on to college or graduate school or some other form of advanced training, or to enter the world of work for a time and then return to education, and in any case to enable the student to go forward secure in the knowledge that he or she is prepared to deal with the world on its own terms.[1]

Recently, the Special Task Force on Work in America added to this definition:

> If, to produce Industrial Man, the schools had to become an "anticipatory mirror, a perfect introduction to industrial society," then to help produce the Satisfied Worker, the schools need to become another kind of anticipatory mirror, providing another perfect introduction to a changed world of work. It may be the case that a Satisfying Education would be the best precursor of

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[1] William F. Pierce, "Career Education Advances Urged: End Wasted Talent," Compass, XXXVII (May, 1973), 17.

Satisfying Work, and, in that sense, be a major component of "career" education.[1]

Malcolm G. Scully, free-lance writer and a contributing editor of Saturday Review/Education, reported that Thomas K. Glennan, Jr., newly appointed director of the new National Institute of Education (created by the Education Amendments of 1972), thought that career education will remain an important area of concern for the Institute and that there was a "need to establish sharper definitions and clearer objectives inthe whole area of career education."[2]

James Hitchcock, a professor of history at St. Louis University and author of several higher education articles, recently observed that the important voices in education were speaking of vocationalism as the necessary way of the future and the path that the universities must follow if they wish to remain pertinent. He stressed the fact that the Newman Report emphasized this point of view. Hitchcock stated that Joseph P. Cosand, U.S. Assistant Commissioner of Education, was speaking for the Office of Education when he argued for an educational system which, from kindergarten to graduate school, concerns itself with career choices and vocational training, so that students can drop out at any point and find themselves with some marketable skills.[1]

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[1] *Work in America--Report of a Special Task Force to the Secretary of Health, Education, and Welfare*, James O'Toole chairman, prepared under the auspices of the W. E. Upjohn Institute for Employment Research (Cambridge, Mass.: MIT Press, 1973), p. 142.

[2] Scully, "Thomas Glennan of the NIE," p. 60.

The Special Task Force on Work in America concluded that the old traditional methods of teaching specific skills or clusters of skills based on a "single career" were unsuccessful in the secondary schools. Students were not to be locked in an inflexible career track. The Special Task Force was an advocate of the new concept of "career education" and felt that the vocational secondary programs of the past were expensive and that certain postsecondary areas were more successful.[2] The obvious conclusion was that postsecondary vocational education had an important role to play in career education. It was possible that the large sums flowing into secondary vocational education may be moved to postsecondary education, if the legislators were convinced that work skills were learned best on the job or in postsecondary programs and that the country would be better served by doing so. This in turn posed a problem for postsecondary education. If funds were made available, should they go to the universities and colleges, community and junior colleges, vocational-technical schools, proprietary schools, some of them, and/or all of them?

Hodgkinson made an interesting observation when he commented,

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[1] Hitchcock, "The New Vocationalism," p. 47.

[2] Work in America--Special Task Force, p. 140.

> The classic function of higher education in America has been that of meeting the needs of citizens. What we seem to be seeing now is the withdrawal of "higher education" from many of these new needs and the growth of new institutions on the periphery, eager to be of service.
>
> We in the "core" have ignored these peripheral organizations for too long. As our students show more vocational interest and concern, it is unfortunate that we have so few friends on the periphery. It might well be that we can collaborate on many projects, but first some personal linkages must be established.
>
> In the long run, it will be good for higher education and postsecondary education to be in better touch. It will improve the diversity of choice for everyone who wants more and better education. Techniques and facilities may be shared, as well as staff. Students with genuine financial needs can stay in the school of their choice and be supported.[1]

According to the U.S. Congress and the Education Amendments of 1972, the 1202 Commissions were to be the instruments of change and provide linkages and solutions to these problems.

NEED FOR A 1202 COMMISSION IN FLORIDA

"'Postsecondary education' is quite different from traditional higher education, but most academicians still do not recognize this fact," said Andringa.[2] The new definition of "postsecondary education" was developed in the Proprietary Section of this chapter. Each group in the new expanded

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[1] Hodgkinson, "Proprietary Institutions," pp. 4-5.

[2] Andringa, "Why Won't Educators," p. 12.

"postsecondary category" has a very definite vested interest in the State Postsecondary Education Commissions, but some more than others. The junior and community colleges in particular stood to acquire new freedom and additional growth as the result of the Education Amendments of 1972 and the 1202 Commissions. Implementation of the Education Amendments of 1972 meant that the junior and community colleges were now able to pursue new programs and innovative methods of providing education for students. This was especially true of programs in vocational areas which in the past had perhaps been too exclusively modeled after programs provided by four year colleges and universities.

The major state and land-grant colleges and universities were aware of the competition from the community colleges and proprietary schools because their number of applications had begun to dip. In February, 1973, Rollcall, a publication of the Southern Regional Education Board, stated,

> According to a January report of the U.S. Office of Education, enrollments are leveling off and even declining at state-supported senior colleges and universities in twenty states, including North Carolina and West Virginia. Some twenty-one states had decreased enrollments in state colleges.
>
> At the same time, enrollments in two-year community colleges have increased as have those

> proprietary institutions where many students are turning for vocational preparations.[1]

According to the National Association of State Universities and Land-Grant Colleges, applications to major state and land-grant colleges and universities had declined for the first time in at least eleven years.[2] This was not an immediate concern because most of them still had more applications than seats. However, this foreshadowed a trend which indicated that their attendance figures were in danger of dropping.

The recent growth, both in size and number, of the Community colleges in the State of Florida was indicative of their significance in postsecondary education in the state. This was observed by James L. Wattenbarger and the chart below summarizes some of his statistics.[3]

Year	Number of Authorized Community Colleges	Enrollment
1957	5	5,000
1968	28	112,898
1975	28	250,000*

*predicted

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[1] Southern Regional Education Board, "Enrollment Contradictions," Rollcall, V (February, 1973), 1.

[2] Association of Independent Colleges and Schools, "State University Applications Down; First Dip in Eleven Years." Compass, XXXVII (June, 1973), 3.

[3] James L. Wattenbarger, "Five Years of Progress in Florida," in Junior Colleges: Fifty States/Fifty Years, ed. by Roger Yarrington (Washington, D.C.: American Association of Junior Colleges, (1969), p. 58 and p. 62.

This growth is partially attributable to the high cost of higher education at the four year colleges and universities. In addition, Christian indicated that these twenty-eight community colleges are within commuting distance for their students and covered ninety-nine per cent of the state.[1] Obviously, the community colleges pose a competitive threat to the four year colleges and universities in the current tight money market.

More recently, the growth of the community colleges and proprietary schools has been complemented by a resurgence of interest in vocationalism. And it is common knowledge that the federal government is engaged in fostering programs and efforts that carry the label "career education". Those movements and renewed vocational interests probably had their source in the fact that liberal arts graduates have not experienced great success recently in securing meaningful employment. As Pierce stated:

> Career education is nevertheless no magic potion. It is not going to open doors for college students receiving their A.B. degrees this June or for youngsters getting their high school diplomas. Given the increasing interest in the concept, however, and in the spirit and point of view that lies behind it, we can hope that the day is not too distant when no student will leave the classroom with the feeling that he has simply been cast adrift.[2]

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[1] Floyd T. Christian and James L. Wattenbarger, "Ten Years--A Plan Evolves in Florida," Junior College Journal, XXXVIII (September, 1967), 45.

[2] Pierce, "Career Education," p. 18.

Yet academic harmony must be accomplished in postsecondary education in Florida, particularly between the community colleges and vocation-technical education. Dr. Edmund Gleazer, Jr., President, American Association of Junior and Community Colleges, stresses the importance of harmony:

> Our highest concern is the student. We want him to have more learning options. We want him to have the fullest measure of academic credit and the highest degree of mobility with what he earns. The policies of the 1972 amendments which seek to rally State agencies and institutions around the educational consumer, and to bring their programs into greater harmony, are very much in the public interest, and in higher education's interest as well. In most States, we must help the community colleges and the State vocational agencies see the importance of working more closely, and get the universities to be more supportive of both. I think the committee might like to look at a survey which has just been done by John C. Mundt, director of Washington State Board for Community College Education and his staff. It gives a graphic picture of where the community colleges and vocational education are working well together, and where they are not.[1]

Out of the thirty-three states responding to the Survey of United States Community College Systems conducted by Mundt, only five indicated that the relation between their vocation-technical institutes and the community college system was one of conflict and competition. Florida was one of the five with conflict existing between their vocation-technical institutes and their community college system.[2]

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[1] U.S. Congress, House, Oversight Hearings, p. 71.

[2] U.S. Congress, House, Oversight Hearings, p. 72.

Harold Hodgkinson provides a glimpse of the character of the competition between the community colleges and the proprietary schools:

> Although the evidence is still sketchy, Welford Wilms, of the Center for the Study of Higher Education at Berkeley, has data indicating that these institutions [proprietary] hold students to program completion and success in job placement better than a comparable group of community colleges. (This may force many community colleges to begin gathering hard data on the success of their programs, which would be welcome indeed.) Look for closer relations between the federal government and proprietary schools, and a new competitor for the community colleges.[1]

Students as consumers of education had assumed a new role and power. As Maurice Hungiville, Assistant Professor, and Sandra Gustafson, Instructor, in the Department of American Thought and Language at Michigan State University, have noted:

> . . .students in the 1970's have power--not because they burn buildings, but because they pay tuition. And the student as consumer, because his role is confirmed by powerful administrative allies, is far more powerful than the student as revolutionary. He is, indeed, more revolutionary--for students wielding their checkbooks in the bursar's office, are initiating changes undreamed-of by the students of the 60's who occupied the president's office.[2]

This of course meant that the higher educational institutions had to assume a consumer-oriented posture similar to business and industry. This type of commitment, according to Thomas E. Corts, Executive Dean at Georgetown College (Kentucky), "involves management goals, faculty and administrative education, and reformulation of some long-standing practices."[1]

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[1] Hodgkinson, "Proprietary Institutions," p. 4.

[2] Maurice Hungiville and Sandra Gustafson, "Students as Consumers of Education," Chronicle of Higher Education, VII (July 2, 1973), 16.

These were some of the changes that contributed to the need for more coordination and planning of postsecondary education in the state.

PLANNING AND COORDINATION

"The existence of state planning and coordination agencies is a reality; the questions for the future concern what they should do and how, not whether they should exist," stated the Panel on Major Issues in Public Higher Education and Expectations for Statewide Planning and Coordination at the Nineteenth Southern Regional Education Board Legislative Work Conference in 1970 at Atlanta, Georgia.[2] This had not always been the case. A paragraph from the foreword of a recent publication of the Academy for Educational Development, Inc. suggests the extent of change:

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[1] Thomas E. Corts, "Colleges Should be Consumer Minded." Chronicle of Higher Education, VII (May 14, 1973), 16.

[2] James L. Miller, Jr. [panel moderator], "Major Issues in Public Higher Education and Expectations for Statewide Planning and Coordination," in Proceedings from the Nineteenth SREB Legislative Work Conference--New Directions in Statewide Higher Education Planning and Coordination, (Atlanta, Ga.: Southern Regional Education Board, 1970), p. 4.

> A generation ago a report such as this--which lists and describes the planning activities and coordination in many areas of higher education in every state--would not have been possible. A decade ago the activities in many states would have been shown to have been at minimal levels or nonexistent. Today, however the report is voluminous, inasmuch as coordination and planning for higher education has extended all across the country. The state-to-state pattern varies substantially, however, both to meet local needs and as reflections of differing historical developments of the various systems.[1]

"The phenomenal growth of higher education is a major factor in the development of statewide coordination," observed Dungan[2] and Miller's panel commented,

> During the 1960's alone, state appropriations for higher education in the United States increased from one and one-half billion dollars to seven billion dollars.
>
> State-level planning and coordination for higher education is necessary simply because of the size to which the higher education enterprise has grown.[3]

There was little doubt that the individual institutions and states were making an effort to meet some of the challenges, needs, and problems. However, many of the solutions required massive funding, unified action, and goals that could only come from the federal government. Knight summarized the matter when he stated,

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[1] Louise Abrahams, State Planning for Higher Education (Washington, D.C.: Academy for Educational Development, Inc., 1969), p. iii.

[2] Ralph A. Dungan, "Some Requirements for Effective Statewide Coordination of Higher Education," in Proceedings of the Nineteenth SREB Legislative Work Conference--New Directions in Statewide Higher Education Planning and Coordination (Atlanta, Ga.: Southern Regional Education Board, 1970), p. 12.

[3] Miller, "Major Issues," p. 3.

> Two major types of questions, I think, in both of which the federal government has a share--and a share which may well grow in the next few years. First, there are problems of recognition--the identification of major ways in which higher education should meet the responsibilities of the country, both nationally and internationally. Second, there are the problems of support--where and how help needs to be provided if our chief educational purposes are to be met.
>
> It would be a mistake at this point in the country's development to plan anything less comprehensive; for our national goals call for a knowledge of why and where in education as well as how and how much. And it would also be a mistake to separate the identification of problems and their support.[1]

One of the pressing goals of higher education was identified by Venn:

> Higher education has a responsibility to raise the educational level of all American youth. It is no longer sufficient that junior colleges, colleges, and universities educate the relatively few. Rather, postsecondary education must become a catalyst for the over-all improvement of a free society. The evidence was never clearer that the greatest waste of human talent results not only from a failure to educate the gifted but from neglect of those who make up the great "average" in America.[2]

Chambers concluded that better education for more of our people, as well as the accomplishment of higher levels by our ablest people, was necessary for technological and scientific advancement, continued growth of economy, gains in public health and enlightenment, elevation of our national culture, and our very national survival.[1]

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[1] Douglas M. Knight, "National Goals and Federal Means," in The Federal Government and Higher Education, ed. by Douglas M. Knight (Englewood Cliffs, N.J.: Prentice-Hall, 1960), p. 182.

[2] Venn, Man, Education, and Work, p. 159.

Miller's panel corroborated that conclusion when it found that there was a general acceptance of our commitment to universal higher educational opportunity for all who wanted or benefitted from it. The panel members were concerned with the task of implementing universal opportunity and concluded that the states had to provide the largest share of financial support and that the states were becoming more dependent upon information and recommendations from state planning and coordinating agencies in making their decisions about higher education.[2] The creation of the 1202 Commissions was a federal innovation to centralize and strengthen the role for the state in planning and coordinating all postsecondary education, according to Young.[3]

As was previously indicated, the early years of establishing the state coordinating agencies were difficult ones and they met opposition from the colleges and universities. Chambers summarized some of the fears that existed ten to fifteen years ago:

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[1] M. M. Chambers, Chance and Choice in Higher Education (Danville, Ill.: Interstate Printers and Publishers, Inc., 1962), p. 79.

[2] Miller, "Major Issues," p. 4.

[3] Young, "A New Order," p. 5.

> Not only is the freedom of our state universities menaced by the intrusion in their affairs of detailed controls by various noneducational fiscal and administrative officers of the state; it is also endangered by consolidating the control of several institutions in one governing board; it is threatened by superimposing above several existing boards another layer in the administrative structure in the nature of a mandatory coordinating board armed with coercive powers to interfere in their budget making and in the extension and contraction of their academic and professional programs of instruction and research.[1]

At about the same time, A. J. Brumbaugh was saying that plans of coordination create concern and resistance on the part of the institutions to which they apply: "The vitality of American colleges and universities in fulfilling their role in the life and welfare of the nation has been derived in a large measure from the autonomy accorded them."[2] John F. Morse, Director, Commission of Federal Relations, American Council on Education, indicated that some regarded this as a power struggle. The desire for maximum autonomy and the right to self-determination was pitted against "the equally compelling insistence that only through rational planning can the limited resources available meet the almost unlimited social demands imposed on higher education."[1]

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[1] Chambers, Chance and Choice, p. 29.

[2] A. J. Brumbaugh, "The Proper Relationships Between State Governments and State-Supported Higher Institutions," Education Record, XLII (July, 1961), pp. 173-175.

However, Dungan observed that institutions of higher education were not about to moderate their own ambitions or restrict their efforts to obtain limited public resources without some external authority to insure that its programs were consistent with a rational allocation of resources within a state. This has been a compelling impetus for the growth of state coordination agencies. He thought that it was inconceivable that these institutions would be allowed to operate without some sort of neutral central coordinating authority implementing an overall plan of educational development. Dungan observed that the public and the legislators have turned an increasingly skeptical eye toward the university, because some university people and public officals perpetuated the myth that the university could solve all human problems. This was obviously not true, and the public increasingly questioned whether universities lived up to expectations, however unrealistic. Disenchantment with the university led to loss of confidence and material support. The loss of confidence in the university contributed considerably to the growth and strengthening of the state higher education coordinating agencies.[1]

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[1] John F. Morse, "Federal Programs and Local Planning for Higher Education," in Proceedings of the Nineteenth SREB Legislative Work Conference--New Directions in Statewide Higher Education Planning and Coordination (Atlanta, Ga.: Southern Regional Education Board, 1970), p. 24.

A decade ago, M. M. Chambers[2] and others were advocates of "voluntary coordination." However, John T. Caldwell, Former President of Alabama College, has argued that type of coordination had some shortcomings:

> It is submitted, however, that this type of coordination has several strikes against its being successful, and falls short of what is desired. One disadvantage is inherent in the set-up. Each president (or his representative) sitting around a conference table with the other presidents is unavoidably the self-conscious protector of his institution. He was elected by his board not to preside over the modification or limitation of his institution, but rather to lead its advance, which nearly always means expansion if nothing else, expansion of program, enrollment, buildings and budget. In this climate only a miracle of humility and self-effacement could produce positive planning for expansion most needed by the people of the state at the place most desirable from the standpoint of quality and accessibility. Only a miracle of mutual trust would permit each conferee the privilege of knowing the motives, the financial facts, the supply and demand factors necessary to producing a valid legislative program defensible educationally and expenditure-wise.[3]

Voluntary coordination more or less fell to the wayside and other types of governing and coordinating boards had been adopted by the various states. "On the whole, educational autonomy and the level of performance of the colleges and universities has improved as a result of statewide planning during the period of massive expansion in higher education."[1]

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[1] Dungan, "Some Requirements," p. 13.

[2] M. M. Chambers, Voluntary Statewide Coordination in Public Higher Education (Ann Arbor, Mich.: University of Michigan, 1961).

[3] J. T. Caldwell, "Organizing State-Supported Higher Education," State Government, XXVI (November, 1953), p. 257.

It must be remembered that the development of statewide coordination was closely related to federal activities and national goals. Arthur D. Browne, Director, Utah Coordinating Council on Higher Education, tied coordination to the federal government and national purposes when he wrote:

> Through a series of developments during the past century--notably the Morrill Act of 1862, the rise of great state universities, the birth of junior colleges, the spawning of government-supported research and training on the campus during wartime, the G.I. Bill, and the post-war explosion of contractual services for the space-age--higher education has become a foremost instrumentality for achieving our national purposes. With its contributions now recognized as vital to the welfare of society, the higher institution can no longer remain aloof on Mt. Olympus, as in former years, but its presence is felt in the marketplace, the legislative chamber, and the Pentagon. Its involvements commit it to service and, hopefully, leadership in the interest of the public which supports it.
>
> The enmeshing of higher education in our social structure and linking of higher institutions with broad social purposes set the stage for increased coordination in one form or another to protect the public interests. Retreat is impossible, but if we follow the main currents of our

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[1] Ernest Palola, "Academic Reform, A Challenge for Statewide Planners," Research Reporter, V, No. 2 (1970), p. 3.

> economic-social life, we must go where the stream carries us.[1]

Federal funds had been flowing into higher education and the institutions of higher education had not lost their autonomy and freedom. Axt stated, ". . .No evidence has been found for the existence of direct controls by the Federal Government, or any of its agencies, over either public or private higher education or for the desire for such controls."[2] Babbidge and Rosenzweig found and identified how federal funds contributed toward more autonomy in higher education: and ". . .the availability of Federal funds can relieve institutions from too great dependence upon domineering or disdainful patrons and thus permit freer expression of institutional values."[3]

In 1963, J. Kenneth Little, Professor of Educational Psychology at the University of Wisconsin, made an analysis of ten of the most recent major books on the relationship between the federal government and institutions of higher learning and arrived at several pertinent conclusions. He discovered that there was consensus among the ten authors on several major points. Those of importance to this paper were:

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[1] Arthur D. Browne, "The Institution and the System: Autonomy and Coordination," in Long-Range Planning in Higher Education, ed. by Owen A. Knorr (Boulder, Colo.: Western Interstate Commission for Higher Education, 1965), p. 43.

[2] Richard G. Axt, The Federal Government and Financing Higher Education (New York, N.Y.: Columbia University Press, 1952), pp. 14-15.

[3] Homer D. Babbidge, Jr., and Robert M. Rosenzweig, The Federal Interest in Higher Education (New York, N.Y.: McGraw-Hill Book Company, Inc., 1962), p. 158.

1. Federal support of higher education is an historic fact. The issue is not whether but how this support should be given.
2. Current federal programs are beneficial to institutions participating in them. The benefits outweigh the risks.
3. Strong institutions of higher education have proved to be a vital national resource.[1]

In the same year that Little made these observations, Harland Cleveland, Assistant Secretary of State for International Organization Affairs, stated:

> A new, complicated, imperfect, but incalculably significant--and promising--relationship between the Federal Government and institutions of higher learning has grown up during the past two decades almost without direction. The overreaching question it now raises for us all is how to work together in the years immediately ahead to perfect this relationship in both education's and the nation's interest.[2]

During the last ten years progress has been made by the states and the institutions of higher learning in the utilization of limited federal and state funds for common goals and objectives. The acceptance of federal support for higher education and the need for statewide planning and coordination resulted in the development of state-level planning and coordination agencies. Miller commented, "The emergence and development of these state-level planning and coordinating agencies was both inevitable and desirable."[1]

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[1] Kenneth J. Little, "Higher Education and the Federal Government," Higher Education, XX (October, 1963), 3-4.

[2] Harlan Cleveland, "Educational Values and National Purposes," in Higher Education and Federal Government, ed. by Charles G. Dobbins (Washington, D. C.: American Council on Education, 1963), p. 29.

What was the influence of federal funding upon state coordination agencies? Lyman Glenny thought that the administration of federal programs requiring state-coordination gave stability, strength, and influence to the agency doing the coordinating.[2] Studies by Cox and Harrell indicated the same thing.[3]

Both Martorana[4] and Dungan[5] agreed that the coordinating agencies and commissions should have their purposes and functions established and defined by the framework of legislation.

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[1] James L. Miller, Jr., "New Directions in the Coordination of Higher Education," AGB Reports, IX (November, 1966), p. 5.

[2] Lyman A. Glenny, "Politics and Current Patterns in Coordinating Higher Education," in Campus and Capitol: Higher Education and the State, ed. by W. John Minter (Boulder, Colo.: Western Interstate Commission for Higher Education, 1966), pp. 39-41.

[3] Lanie Cox and Lester Harrell, The Impact of Federal Programs on State Planning and Coordination of Higher Education (Atlanta, Ga.: Southern Regional Education Board, 1969), p. 63.

[4] S. V. Martorana, "Some Observations on Layman Educational Control of Higher Education and Its Emerging Patterns in the United States," in Proceedings, Arizona Conference for Junior College Board Members and Administrators (Scottsdale, Ariz.: Coordinating Committee, California Junior College Leadership Program, University of California, Berkeley and Los Angeles, and Stanford University, 1963), pp. 24-36.

[5] Dungan, "Some Requirements," p. 13.

In regard to the amount of authority that these agencies possessed, Miller stated,

> Existing agencies vary greatly in this respect: at one extreme are the agencies which have advisory powers only, and at the other extreme are boards which have absolute authority even to deciding upon how the state appropriation for higher education shall be divided among the institutions. Advisory type agencies usually are set up so that their advice is directed to the governor and legislature, but their effectiveness normally depends greatly upon their ability to establish a happy working relationship with the institutions so that the advice they offer actually represents something like consensus. The agencies with actual legal powers to allocate funds and to disapprove programs are in a more independent position. Generally, however, they too have been most successful when they have made special efforts to establish genuine rapport with the institutions.[1]

There were educators like Brumbaugh who believed that the coordinating boards or commissions can perform a greatly needed public service without interfering with institutional freedom by limiting their activities to policy considerations on a statewide basis.[2] Dungan, on the other hand, thought that these coordinating agencies had to have certain powers to be effective.[3] Miller took a more idealistic and middle of the road approach when he stated,

> The ideal arrangement is one which involves, on the one hand, a state agency that has sufficient

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[1] Miller, "New Directions," p. 6.

[2] Brumbaugh, "The Proper Relationships," p. 175.

[3] Dungan, "Some Requirements," pp. 12-19.

> authority to make itself felt when it needs to, that is led and staffed by people who are capable enough to make a genuine contribution to the growth and development of higher education in the state, people who understand the role which they are playing in that development--which is essentially a staff or facilitating type of role--and who furthermore are people with a genuine respect for the institutions. And on the other hand, an ideal arrangement also involves a group of institutions that retain sufficient authority to make themselves felt when they need to, that are led and staffed by people who understand and accept the role which the individual institutions should play in the state's total higher education picture, and who furthermore understand and respect the important role which is played by the state agency.[1]

Ben Lawrence, Associate Director, Western Interstate Commission for Higher Education, indicated that it had been hard to develop state coordinating agencies and that their reason for being was for planning and management. In the beginning, they existed only with considerable controversy. The coordinating agencies were gradually given more authority. As the demand for accountability developed, the legislators were not only creating coordinating boards, but giving them substantial power and authority. Sometimes they were given authority over all higher education.[2]

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[1] Miller, "New Directions," pp. 7-8.

[2] Ben Lawrence, "Implications and Advantages for Statewide Planning and Coordination of Emerging Planning and Management Systems," in Proceedings of the Nineteenth SREB Legislative Work Conference--New Directions in Statewide Higher Education Planning and Coordination (Atlanta, Ga.: Southern Regional Education Board, 1970), p. 33.

Douglas J. Collier, National Center for Higher Education Management Systems at Western Interstate Commission for Higher Education, noted that the concept of financial accountability was changing:

> Perhaps one of the most significant changes that has occurred in planning and management, at all levels of higher education, is the broadening of the concept of "financial accountability." Although many institutions have always examined accomplishments versus dollars expended, this was usually done primarily for internal purposes. Most of the concerns of those outside the institution were limited to the fiduciary concept of accountability. However, the management-oriented concept of accountability has now been widely adopted, and the questions now being asked of institutions are "What did you accomplish with the dollars you received?", "Was what you accomplished worth the cost?"
>
> Now, for the first time, institutions are being asked to report in terms of this broadening concept of accountability. Reporting information in this management context, which often entails "program" information, differs significantly from reporting in a fiduciary context.[1]

Young pointed out that the Education Amendments of 1972 had laid the groundwork for the establishment of a national system of accountability for postsecondary education[2] and Ben Lawrence ties accountability to the increased authority of coordinating agencies.[3] Logically, one then asks, "What authorities have the coordinating agencies needed to function properly?"

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[1] Douglas J. Collier, "Higher Education Finance Manual: An Overview," (a paper prepared at the National Center for Higher Education Management Systems at Western Interstate Commission for Higher Education, Boulder, Colo., 1972), p. 5.

[2] Young, "A New Order," p. 5.

[3] Lawrence, "Implications and Advantages," p. 33.

Miller believed that these coordinating agencies had to have the authority "to review institutional programs and programs proposals, to review institutional operating budgets, and to review institutional building programs" for all public institutions. He also thought that these agencies needed the right to request information, carry out studies, establish reporting procedures, compile data and analyze it from all public institutions.[1]

Dungan stated that the statewide coordinating agency should be charged with three areas of power and responsibility, namely, budgeting, planning, and program review.[2] Martorana stressed the importance of the budgetary process, communications, and the evaluation of results.[3]

The importance of communications and the flow of information was stressed by Moos and Rourke when they stated,

> But if communications have faltered between legislatures and the colleges, higher education must assume a major share of the responsibility. One of the common reasons for legislative intrusion on educational administration has been the lack--or the suspicion of lack--of full information from universities regarding campus operations and plans.[4]

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[1] Miller, "New Directions," p. 7.

[2] Dungan, "Some Requirements," p. 7.

[3] Martorana, "Some observations," pp. 24-36.

[4] Malcolm Moos and Francis E. Rourke, The Campus and the State (Baltimore, Md.: Johns Hopkins University Press, 1959), p. 283.

Statewide coordinating and planning agencies were an evolutionary development partially caused by a breakdown in information flow and communications. Consequently, good communications, information and data were important to the statewide coordinating agencies according to Miller's panel. They noted,

> State-level decision making about higher education is based more and more on information and recommendations assembled by state planning and coordinating agencies; an issue of growing importance is the amount and type of information which these agencies have available to them as they formulate their recommendations.[1]

The importance of the authorities given the coordinating agencies, along with a consensus of acceptance of these authorities by the institutions affected and the political bodies creating them, was not something to be assumed. Dungan commented,

> As desirable as is wide involvement by all affected, the really critical element is a firm and explicit statement of the policy of the governing authority and an accompanying set of statutes or regulations which set out with sufficient detail and clarity the functions which the coordinating agency is expected to perform.
>
> All of this seems quite obvious. But more than a few of the existing state coordinating authorities throughout the country are relatively ineffective partly because their function is not agreed on either by the institutions or by the political authorities who created them. It is rarely easy, and sometimes not possible, to express in legislative or other forms the kind of public consensus on the need and desirability of statewide coordination which I think

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[1] Miller, "Major Issues," p. 4.

> is so essential to the success of such an enterprise. But if I were advising anyone on this subject I would certainly urge the expenditure of an extra measure of time and effort to develop this consensus.[1]

MANDATORY COMMISSIONS

Since Congress had mandated the creation of the 1202 Commissions in the Education Amendments of 1972, a brief look at the success of another relatively recent mandatory commission established by Congress was in order.

Lanier Cox, Director, and Lester E. Harrell, Associate Director, Center for Research in Higher Education, University of Texas at Austin, studied the effects of Title I of the Higher Education Facilities Act of 1963 providing grants for undergraduate academic facilities; two titles of the Higher Education Act of 1965, Title I authorizing grants for community service and continuing education programs and Title IV, Part A providing grants for equipment to improve undergraduate instruction; and the State Technical Services Act of 1965. Title I of the Higher Education Facilities Act of 1963 was considered to be the most important for its effect on state coordination and planning. This was the first act to be passed mandating the designation of a central agency and the formulation of a state plan. Of the four acts, the Higher Education Facilities Act of 1963 had the largest amount of funding and affected more institutions. The Facilities Act was also more important because in about half of the states new agencies were established especially to administer this program, while for the other three programs existing agencies administered the programs.[1]

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[1] Dungan, "Some Requirements," p. 13.

The state agencies took the form of governing boards, coordinating boards, state boards of education, specially created facilities boards and other state agencies. Florida's agency was the State Department of Education. The agencies had to be broadly representative of institutions, public and private, and of the general public.[2]

In commenting on the acceptance of the facilities program by the institutions, Cox and Harrell stated:

> If coordination and planning of the facilities program is to be effective, institutions, both public and private, within the state must be generally receptive to the program and to its administration. Facilities agencies report that public institutions have reacted favorably to the state plan and to the manner in which the program has been administered.
>
> . . . .
>
> In states where there was already a coordinating board of some type, public institutions had perhaps

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[1] Cox and Harrell, "The Impact," p. 21.

[2] Cox and Harrell, "The Impact," pp. 22-29.

> become accustomed to a certain degree of coordination and planning in a central office. Although this was not the situation with the private colleges and universities, agencies administering Title I nevertheless report that these institutions have generally approved the administration of the facilities program.[1]

Cox and Harrell's study indicated that state facilities planning had benefitted from the required state plan and long-range planning provisions of the Facilities Act. In commenting on the coordination under the Act, Cox and Harrell observed,

> As previously stated, in sixteen states the general coordinating agency is the designated agency to administer Title I of the Facilities Act. The fourteen agencies which answered believe that this new responsibility has favorably influenced their coordination function to some extent, with five reporting a very material effect. In the states where a facilities agency has been established and there is also a central coordinating agency either of the governing board, coordinating board, or state board of education type, the facilities agencies report that there have been varying degrees of cooperation with the coordinating agency. Only one state reports that there has been no coordination, while at the opposite extreme extensive coordination is reported by seven facilities.[2]

Morse summarized the success of the Facilities Act of 1963:

> It is my impression that the state commissions, created as a result of the Higher Education Facilities Act of 1963, have administered Title I of that act and the subsequent undergraduate teaching equipment program to the satisfaction of most segments of higher education.[3]

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[1] Cox and Harrell, "The Impact," pp.29-30.

[2] Cox and Harrell, "The Impact," pp. 31-32.

[3] Morse, "Federal Programs," p. 23.

STATE PLANNING COUNCIL FOR POST HIGH SCHOOL EDUCATION

Long before the Education Amendments of 1972 came into existence, the State of Florida was interested in postsecondary education and created the Select Council on Post-High-School Education (SCOPE). Supported by funds from the Federal Higher Education Comprehensive Facilities Planning Grant program and administered by the Florida State Commission for Title I, Higher Education Facilities Act, 1963, SCOPE sponsored publications and other activities. Probably the most significant recent publication of SCOPE was entitled, Florida Post-High-School Education--A Comprehensive Plan for the 70's.[1]

On July 1, 1970, the Florida State Planning Council for Post High School Education was established by the Florida Legislature with Florida Statute, Chapter 70-195, House Bill Number 4221.[2] It replaced SCOPE and the functions of the new council were defined:

> I. The State Planning Council for Post High School Education shall function in an advisory capacity to the Commissioner of Education for the following purposes:
>
> > A. To continuously review and evaluate the effectiveness of a comprehensive post high school educational plan and to periodically revise such plan in coordination with

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[1] Select Council on Post-High-School Education, A Report on Public and Independent Post-High-School Education in Florida A Comprehensive Plan for the 70's (Tallahassee, Fla.: Select Council on Post-High-School Education, 1970).

[2] See Appendix J, Page 214, for a copy of the statute.

> the Division of Universities, the Division of Vocational Education, and the Division of Community Colleges;
>
> B. To evaluate and revise space utilization standards and procedures and to continuously review the implementation of such procedures by all public post high school educational institutions;
>
> C. To give particular emphasis to the adoption of procedures required to attain four (4) quarter utilization of facilities by 1977;
>
> D. To establish enrollment projection standards and procedures and to continuously review the implementation of such procedures by all public post high school educational institutions;
>
> E. To establish criteria and to determine needs on the basis of these criteria for new public post high school educational institutions.
>
> II. The State Planning Council for Post High School Education is designated as the Advisory Council to the Florida State Commission for Title I of the Higher Education Facilities Act of 1963, as amended, and shall serve in an advisory capacity for other such post high school educational programs as may be assigned to it.[1]

There are eleven members on the Florida State Planning Council for Post High School Education and the procedures for their appointment and selection are discussed in detail in Appendix J, pages 215 and 216.

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[1] Florida Legislature, House, An Act Relating to Post High School Education; Amending Chapter 229, Florida Statutes, by Adding Sections 229.815, 229.820 and 229.825 Creating the State Planning Council for Post High School Education of the Department of Education; Providing for Its Membership and Terms of Office; Directing the Council to Perform Certain Advisory Functions; Creating the Florida Independent Higher Education Committee; Providing for Its Membership and Functions; Providing an Effective Date. Chapter 70-195, 1970 Session, House Bill Number 4221.

In carrying out this research investigation, the researcher spent a week in Tallahassee during the month of August 1973 conducting pilot interviews of state educational and legislative staffs. During these interviews the researcher was informed that the State Planning Council for Post High School Education, by authority of the Florida Board of Education was serving as the temporary State Postsecondary Education Commission. It was also indicated that no funds had been received, no actions taken, and that the State was waiting for Federal guidelines. Florida was just getting into "gear" when the Ottina letter of March 7, 1973, arrived.

It must be noted that the official Florida Educational Directory, 1973-1974,[1] published in October 1973, did not list the State Planning Council for Post High School Education. However, the directory of the previous year did list the Council. This fact along with comments by various staff members indicated that there was some confusion about the status of the State Planning Council for Post High School Education.

Furthermore, in a telephone survey conducted between March 28 through March 30, 1973, N. M. Berve, Education Commission of the States Higher Education Services, determined the status of state planning for the 1202 Commissions at that time. Berve determined that Florida's action was pending:

Florida--At the date of receipt of Ottina letter

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[1] Florida Department of Education, Florida Educational Directory, 1973-1974 (Tallahassee, Fla.: Textbook Services, 1973).

> (letter dated March 7, 1973), the State Commissioner of Education had determined that the Board of Education (comprised of the cabinet of the State government) should be the 1202 Commission with a staff to be appointed to implement the Commission. The question of staffing has not been further considered.[1]

Obviously, the information rendered by the Berve survey was in conflict with the information obtained from the educational and legislative staffs. This was not uncommon throughout the country at the time. General confusion on the matter of 1202 Commissions was prevalent on a national scale.

The important point was that the State of Florida had to be partially prepared to meet the potentiality of 1202 Commission implementation and, in an emergency, either procedure would have temporarily worked.

However, in terms of long range planning and effects, the State Planning Council for Post High School Education had definite short comings. There was a very definite question as to whether or not the Council would meet the "broadly and equitably representative" requirements of the 1202 Commissions. Private institutions, nonprofit and proprietary, were not given proper consideration. The Council was primarily an advisory and planning group and was not designed to assume any administrative functions that could be required under certain sections of the 1202 Commission. Some of the authorities that may be required of a 1202 Commission were not written into the Council. Further consideration, study, and investigation were in order.

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[1] U.S., Congress, House, Oversight Hearings, pp. 92-94.

SUMMARY

This chapter includes a selective, rather than an exhaustive, review of the related literature reviewing various important aspects of the State Postsecondary Education Commissions (1202 Commissions.)

Research is presented pertaining to:

1. the passage of the Education Amendments of 1972.
2. the "Oversight Hearings."
3. the current status of the 1202 Commissions.
4. some anticipated effects of the expanded definition of higher education and the 1202 Commission upon certain segments of postsecondary education.
5. the 1202 Commission as an instrument of change.
6. the need for a 1202 Commission in Florida.
7. the growth and development of state planning and coordination as a prelude to the 1202 Commissions.
8. the authorities needed by statewide

planning and coordinating agencies.

9. the success of mandatory commissions.

10. the State Planning Council for Post High School Education.

The importance and the need for effective and comprehensive postsecondary educational planning and coordination was established by the Education Amendments of 1972 and reaffirmed at the "Oversight Hearings." The 1202 Commissions' postsecondary educational planning and coordination was established by the Education Amendments of 1972 and reaffirmed at the "Oversight Hearings." The 1202 Commissions were to fulfill this need; they had been authorized and mandated by the Education Amendments of 1972 and were awaiting appropriations of funds by Congress for implementation. It was imperative, during the interim waiting period, that the key Florida postsecondary education administrators of accredited institutions be surveyed as to their perception of the composition and structural features, functions, and authorities of the 1202 Commission, because these were the institutions affected by the 1202 Commissions. This research identified characteristics which statewide planning and coordination agencies and commissions should have to be effective and this research also established the need for a consensus of acceptance of these characteristics by the affected institutions in order to be successful.

CHAPTER III

RESEARCH METHODOLOGY

INTRODUCTION

The purpose of this chapter is to present the selection of the population sample, the development of the research instruments, the data collection procedures, and the design for the treatment of the data.

THE POPULATION SAMPLE

Only key administrators (presidents, directors, principal officers, or their liaison representatives) of postsecondary institutions were included and contacted in this research investigation. It was reasoned that the postsecondary institutions' relationship and immediacy to the 1202 Commission would qualify the key administrators of these institutions to serve as respondents and that their insight would add immeasurably to reliable assessments of the hypothesis, value of the findings, and the creation of the model.

The sample of this study was comprised of the nine public state university presidents, the twenty-eight public community and junior college presidents, the twenty-one public area vocational-technical center directors, and the twenty-three private accredited junior college, college, and university presidents identified in the latest Florida Educational Directory, 1973-1974.[1] Consequently, the study included all of the public and private accredited postsecondary institutions identified in the Florida Educational Directory, 1973-1974.

In an effort to give the private proprietary schools representation, the study also included all fourteen accredited business schools, proprietary and nonprofit, listed in the Directory of Private Schools in Florida Offering Vocational Courses Approved for the Training of Veterans and Eligible Persons under Chapter Thirty-six, Title Thirty-eight, U.S. Code.[2] This directory was the most complete list of postsecondary vocational private schools compiled in Florida according to Sandra Knight, Administrative Assistant, State Board of

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[1] Florida Department of Education, Florida Educational Directory, 1973-1974 (Tallahassee, Fla.: Textbook Services, 1973), pp. 40-77.

[2] Florida Department of Commerce, Directory of Private Schools in Florida Offering Vocational Courses Approved for the Training of Veterans and Eligible Persons under Chapter Thirty-six, Title Thirty-eight, U.S. Code. (Tallahassee, Fla.: State Approving Agency for Veterans Training, Division of Labor, Department of Commerce, 1973), pp. 4-7.

Independent Colleges and Universities.[1] Both George P. Russell,[2] Executive Secretary, Independent Colleges and Universities of Florida, Inc., and George H. Meier,[3] Staff Member, House Education Committee, Florida House of Representatives, had indicated that the State Board of Independent Colleges and Universities was the best source of information on proprietary schools.

In addition to the accredited business schools, the directory also identified accredited paramedical and medical technology schools, accredited correspondence schools, and miscellaneous accredited vocational schools. Accreditation was an important consideration and this was emphasized when Jones stated,

> First we need a definition. Congress defined a Proprietary Institution of Higher Education as one that is accredited. Accreditation is the important factor. There is no exception--on three-letter rule, or any other substitute. Further, the definition requires that the school offer educational programs of not less than six months in length.[4]

Therefore, in addition to principal officers of the fourteen accredited business schools, the survey included the principal officers of the five accredited correspondence schools, the six accredited vocational schools listed in the

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[1] See Appendix F, page 187.

[2] See Appendix F, page 183.

[3] See Appendix F, page 180.

[4] Jones, "Proprietary Schools," p. 6.

Miscellaneous Vocational Schools Section,[1] and the prinicpal officers of six paramedical and medical technology schools listed in the Directory of Private Schools in Florida Offering Vocational Courses Approved for the Training of Veterans and Eligible Persons Under Chapter Thirty-six, Title Thirty-eight, U.S. Code.

The names of the six accredited paramedical and medical technology schools were selected randomly; these six comprised 10 per cent of the accredited medical schools listed in the directory.

Even though the directory mentioned above did not identify any accredited beauty and barber schools, it was felt they should have representation. Therefore, using that directory as a guide, the researcher examined the yellow pages of over fifty-three telephone directories for Florida cities to identify ten accredited or association affiliated cosmetology or barber schools. The principal officers of these ten schools were included in the survey. After the survey had commenced, it was observed that the 1972 edition of The College Blue Book: Occupational Education[2] identified seven accredited private cosmetology and barber schools. The majority of the names contained in the College Blue Book: Occupational Education were included in the survey.

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[1] This did not include schools that were also listed in the Florida Educational Directory, 1973-1974.

[2] C. C. M. Information Corporation, College Blue Book: Occupational Education, (New York, N.Y.: C. C. M. Information Corporation, 1972), pp. 100-113

In summary, the survey included a total of 122 presidents, directors, principal officers, or their liaison representatives of accredited postsecondary education institutions. The population sample was broken down in Table 1.

Table 1

Population Sample According to Type of Institution

Type of Institution	Number
Public State Universities	9
Public Community and Junior Colleges	28
Public Area Vocational-Technical Centers	21
Private Junior Colleges, Colleges, and Universities	23
Private Business Schools	14
Private Correspondence Schools	5
Private Vocational Schools - Various Other Types*	6
Public and Private Medical Vocational Institutions	6
Private Beauty and Barber Schools	10
Total Population Sample - First Survey	122

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*Schools contained in the Miscellaneous Vocational Schools Section, Directory of Private Schools in Florida Offering Vocational Courses Approved for the Training of Veterans and Eligible Persons Under Chapter Thirty-six, Title Thirty-eight, U.S. Code. This did not include schools that were also listed in the Florida Educational Directory, 1973-1974.

THE RESEARCH INSTRUMENT

An instrument was developed for the purpose of determining selected and specific characteristic expectations held for the Florida State Postsecondary Education Commission as perceived by the key administrators of accredited postsecondary education institutions in the State of Florida. In addition, the hypothesis that there was near consensus and/or sufficient consensus in the way the key administrators perceived specific characteristics of the 1202 Commissions to develop a model of the 1202 Commission was tested by their responses to the statements on the instruments.

Since no instrument for determining such characteristic expectations conceiving a 1202 Commission, appropriate to this type of investigative situation, was available, it became necessary to develop two scaled, forced-choice instruments called the State Postsecondary Education Commission (1202) Questionnaire (SPECQ)[1] and the Second State Postsecondary Education Commission Questionnaire (SSPECQ).[2] This was accomplished only after researching literature, pilot interviews, correspondence with federal legislators and government officials, pre-testing and several revisions.

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[1] Occasionally hereinafter the State Postsecondary Education Commission (1202) Questionnaire will be referred to by the acronym "SPECQ." See Appendix A for a copy of SPECQ.

[2] Occasionally hereinafter the Second State Postsecondary Education Commission (1202) Questionnaire will be referred to by the acronym "SSPECQ." See Appendix B for a copy of SSPECQ.

The selected and specific characteristic expectations used in the SPECQ and the SSPECQ were formulated only after:

1. spending a week in Tallahassee conducting pilot interviews of state educational and legislative staffs.[1]

2. interviewing State Representative Hugh Paul Nuckolls and obtaining his support.[2]

3. a careful review of the literature in the area of study, with special interest in the _Preliminary Report of the Task Force on State Postsecondary Education Commissions to the Deputy Commissioner for Higher Education_.[3] the _Oversight Hearings_,[4] the _Education Amendments of 1972_,[5] the background of statewide planning and coordination, federal aid, and compulsory commissions. Because the 1202 Commissions were a recent development on the political and educational scenes, there was very little published about them per se.

4. reviewing how five other states considered

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[1] Eleven people were interviewed.

[2] See Appendixes A and B, pages 154 and 159.

[3] U.S. Department of Health, Education, and Welfare, Office of Education, _Preliminary Report of the Task Force on State Postsecondary Education Commissions to the Deputy Commissioner for Higher Education_, John D. Phillips, Chairman, (Washington, D.C.: Office of Education, U.S. Department of Health, Education, and Welfare, 1972).

[4] U.S., Congress, House, _Oversight Hearings_.

[5] U.S., Congress, _Education Amendments of 1972_, Pub. L. 92-318.

constructing their 1202 Commissions.[1]

5. corresponding with numerous federal legislators, representatives, and education associations.[2]

6. pre-testing the instruments on four educators.

7. three revisions of the SPECQ.

Originally sixty-eight questions or items were developed and considered for the SPECQ of this investigation. After a screening process involving further study and discussion, the SPECQ was reduced to only twenty items.[3] It was felt that increasing the number of questions or items beyond twenty threatened to reduce the number of returns. Consequently, every question was screened carefully and logically retained or eliminated by determining whether or not it substantially contributed to the final goal of creating and designing a "general" model of a State Postsecondary Education Commission.

The reduction in the number of items was made according to certain additional criteria: Ease of answering, simple to-the-point concepts, respect for respondent's time and energy, minimum response bias, need for maximum response, and the desire to gather only usable data.

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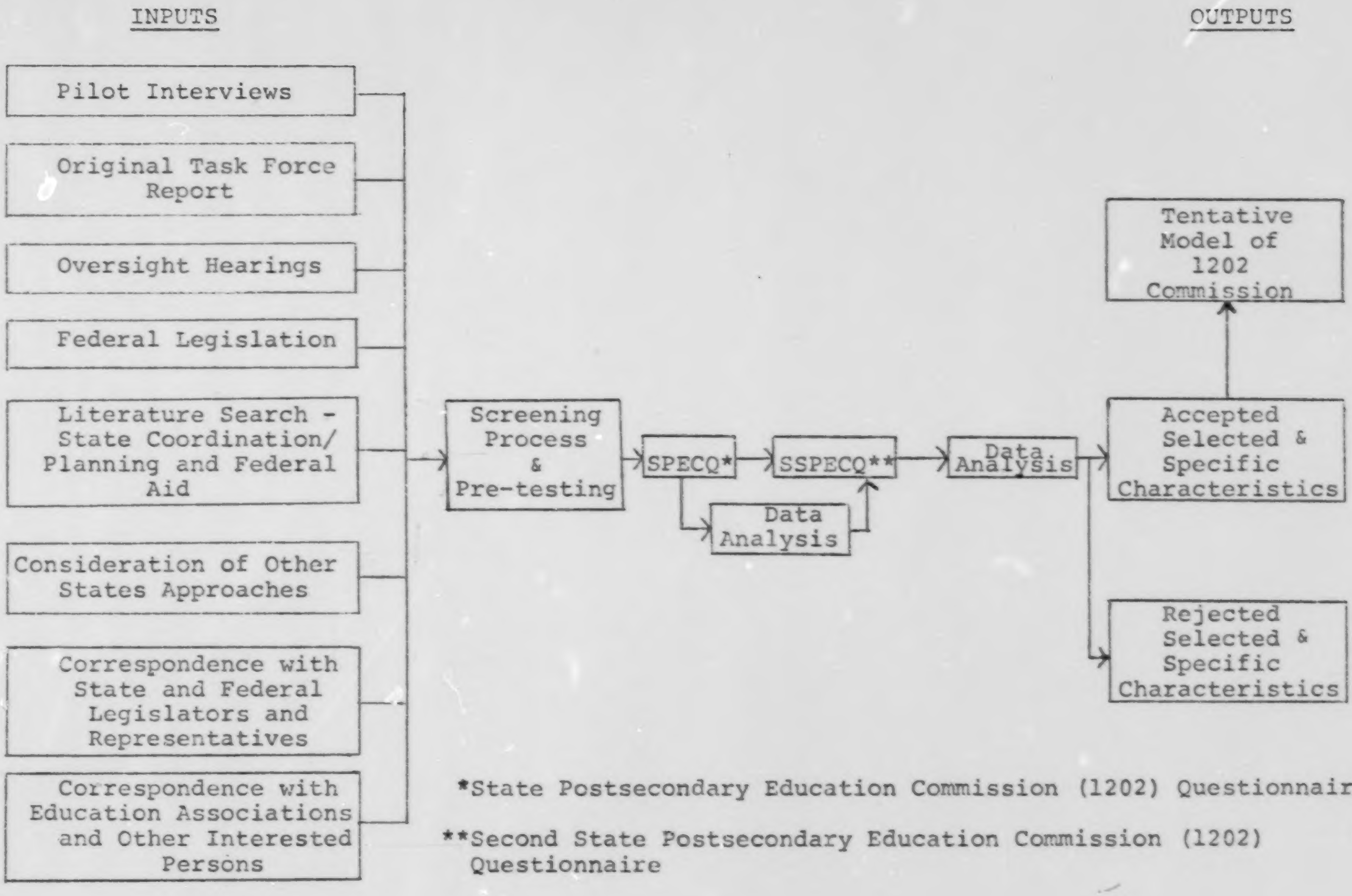
[1] See Appendix G, pages 189 and 190 for information on what two states have done about 1202 Commissions.

[2] See Appendix F, pages 170 through 187. Over forty letters were sent out requesting information pertinent to the research investigation.

[3] Work Flow Chart--see next page.

WORK FLOW CHART


INPUTS
OUTPUTS
Pilot Interviews
Original Task Force Report
Oversight Hearings
Federal Legislation
Literature Search - State Coordination/ Planning and Federal Aid
Consideration of Other States Approaches
Correspondence with State and Federal Legislators and Representatives
Correspondence with Education Associations and Other Interested Persons
Screening Process & Pre-testing
SPECQ*
Data Analysis
SSPECQ**
Data Analysis
Accepted Selected & Specific Characteristics
Rejected Selected & Specific Characteristics
Tentative Model of 1202 Commission

*State Postsecondary Education Commission (1202) Questionnaire

**Second State Postsecondary Education Commission (1202) Questionnaire

Obviously, approximately forty-eight questions or items were dropped from a potential survey questionnaire of sixty-eight items. Many of these questions were of a specific nature and would have contributed toward the construction of a detailed model of a 1202 Commission. There was a fundamental question of values involved at this point in the construction of the questionnaire. Was it better to have an extensive questionnaire, extensive enough to formulate a detailed model, with a very limited response from the population sample? Possibly one could end up with a response that would not be truly representative. Would such a survey be of value to the Florida Office of Education and the Florida State Legislature? It was rationalized that it would be of little value and that it was preferable to ask broader questions that would provide the Florida Office of Education and the State Legislature with attitudinal insights of how the key administrators of postsecondary education institutions generally perceived a 1202 Commission. Without paid respondents, increasing the number of items beyond twenty threatened to reduce the number of returns. It was concluded that it was better to have a larger number of responses with representation of all groups and develop a general model than to develop a detailed model from a very long, detailed questionnaire that would be answered by only a relatively few members of the population sample.

A non-resident of the State of Florida might inquire why some of the following questions were not included in the survey?

(1) Who should appoint the members and according to what process?

(2) How many members should there be on the commission?

(3) How many members should there be from each category?

(4) Can one person fulfill more than one criteria? (For instance, can a black woman administrator at a public university who is working on her Ph.D. represent a racial group, women, public universities, and consumers?)

(5) What kind of staff appears necessary for the Commission and to whom is it responsible?

Asking some of these questions on the survey questionnaires was not necessary. For instance, take question Number 1. (1) Who should appoint the members and according to what process? Florida has only one position on this matter--"The appointing authority in each state is and must be in accordance with State law respecting the appointment of State boards and commissions, period."[1] Since probably most educators in Florida already knew this, it was much more important to ask whether or not they wanted the system changed from one of appointment to election and this was done. In Florida, the Legislature and the Board of Education are frequently the appointing authorities.

Let us examine questions (2) and (3) together. The total number of members on the commissions and the number of members from each of the categories were really not the important questions. Was it not much more important to identify the categories whose representation on the 1202 Commission was considered necessary? It is only after the categories have been identified, and thus limited, that one can arrive at a total number. It was most urgent to provide the Florida State Legislature with the types of categories considered necessary to have a "broadly and equitably representative" membership; because they would write the law establishing the commission, fixing category memberships and totals, authorities, and functions.

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[1] See Appendix F, page 172.

The answer to question (4) would probably be "yes." The burden of responsibility in all probability will rest with the appointing authority. Floyd T. Christian's letter of December 15, 1972, (paragraph three, page 173) makes it clear that the State of Florida would consider this procedure appropriate. It is interesting to note that in the same paragraph of Mr. Christian's letter that the Florida Office of Education was in favor of omitting the economic qualification. The researcher disagreed and included this characteristic for consideration by the population sample. Apparently the Florida Office of Education was not speaking for Florida postsecondary educators as a whole because this study established a consensus for the need of economic representation identified by law on the 1202 Commission.

The best answer to question (5) is a historical one.

The State Legislature will probably follow the same procedures with the 1202 Commission that it did with the State Planning Council for Post High School Education. The 1202 Commission, in addition to utilizing the services of the Department of Education, shall employ such staff as may be necessary to the full performance of its functions, subject to the approval of the State Board of Education.

The aforementioned questions and answers provide some insight as to the rationalization process necessitated by each of the rejected forty-eight questions.

Eventually, the twenty statements were compiled in the SPECQ with the choices of responses limited to _strongly agree_, _tend to agree_, _tend to disagree_, and _strongly disagree_. Thus a forced-choice instrument was developed for the first phase of this study. Each of seventeen statements contained in questions One-A through Nine, Eleven, and Twelve represented a single specific characteristic of a 1202 Commission. Since near consensus and/or sufficient consensus on specific characteristics through the use of questionnaires was the goal, it was decided to use a modified Delphi technique. According to Cetron and Monohan, individual interrogations for the Delphi technique are best conducted by questionnaires.[1]

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[1] Marvin J. Cetron and Thomas I. Monohan, "An Evaluation and Appraisal of Various Approaches to Technological Forecasting," in _Technological Forecasting for Industry and Government: Methods and Applications_, ed. by James R. Bright (Englewood Cliffs, N.J.: Prentice-Hall, Inc. 1968), p. 147.

The SPECQ and the SSPECQ were designed around a modified Delphi technique. The philosophical and theoretical background for the use of the modified Delphi technique was suggested by reading Cetron and Monohan,[1] Cyphert and Gant,[2] Dalkey,[3] Helmer and Gordon,[4] and Weaver.[5] The SPECQ was the first of two questionnaires sent out. Since neither near consensus nor sufficient consensus was achieved for eight of the items on the SPECQ, it was necessary to construct the second Questionnaire (SSPECQ). Following a modified Delphi technique, the results of the first survey were sent to each administrator returning the completed SPECQ. The results for items with near consensus or sufficient consensus were stated at the top of the SSPECQ. Items from the SPECQ were carried over to the SSPECQ as repeat test statements. In accordance with the modified Delphi technique used, each respondent was furnished with the median responses to each of the eight statements which appeared on the SPECQ during the first round. The measure of central tendency for each carry-over item from the first questionnaire was indicated by a horizontal bar. This bar showed what the group (median) response was on the first round.[1] However, the respondents were not furnished with their previous answers. Indicating to the respondents that the goal was consensus, the eight statements were resubmitted to them for their reconsideration in light of the group responses.

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[1] Cetron and Monohan, "An Evaluation," pp. 146-47.

[2] Frederick R. Cyphert and Walter L. Gant, "The Delphi Technique: A Case Study," Phi Delta Kappan, LII (January, 1971), 272-73.

[3] Norman Dalkey, "Use of the Delphi Technique in Educational Planning," Herald, IV (November-December, 1970), 1-6.

[4] Olaf Helmer and T. J. Gordon, "The Delphi Method--An Illustration," in Technological Forecasting for Industry and Government: Methods and Applications, ed. by James R. Bright (Englewood Cliffs, N.J.: Prentice-Hall, Inc. 1968), pp. 122-33.

[5] Timothy W. Weaver, "The Delphi Forecasting Method," Phi Delta Kappan, LII (January, 1971), 267-72.

Thus a forced-choice instrument was developed for the second phase of this study with the same choices of responses used in the SPECQ. Each of eight statements contained in SSPECQ represented a single specific characteristic of a 1202 Commission carried over from the SPECQ.

The following things were done in order to make the SPECQ and the SSPECQ unique, more attractive, and increase the probability of higher returns.[2]

1. The two questionnaires were printed on green paper.
2. An attractive format and layout were used.
3. Results were easily coded and scored because of format.
4. Even though the SPECQ contained twenty items,

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[1] See Appendix B, page 158, for a copy of the SSPECQ.

[2] See Appendixes A and B, pages 152 and 157.

it gave the appearance of having only fourteen. Very busy people were serving as respondents and it was important that the instrument not appear to be too demanding upon their time.

5. The questionnaires contained the name of the researcher to whom the form was to be returned. Many times cover letters are lost.

6. Both the SPECQ and the SSPECQ carried control numbers to fulfill the researcher's promise of their anonymity and precluded their identification.

7. The SPECQ and the SSPECQ were printed and not mimeographed for a more professional appearance.

DATA COLLECTION PROCEDURES

The data gathering, through the use of the SPECQ and the SSPECQ, took place during the months of November, December, 1973, and January of 1974.

An envelope containing SPECQ,[1] a cover letter from the researcher explaining the study,[2] a cover letter from Representative Hugh Paul Nuckolls, Member of Education Committee, requesting support of the research project,[3] an information chart about the 1202 Commissions and related provisions,[1] and a self-addressed envelope was mailed to each of the 122 key administrators of accredited postsecondary institutions in Florida on November 9, 1973. Only the proprietary schools were furnished pre-stamped self-addressed envelopes because these institutions tended to be more cost conscious.

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[1] See Appendix A, page 153.

[2] See Appendix A, page 155.

[3] See Appendix A, page 154.

A control number system was established with the first mailing on November 9, 1973. A control number was assigned to each administrator receiving a SPECQ. This was to be his identification number throughout the entire study. This number was held in confidence by the researcher because the respondents were promised that their individual identities would be held in confidence and that no reference to the individual respondents would be made in the reports of the study's findings.

Because of a high degree of response, 54.9 per cent to the first survey, follow-up letters to the SPECQ were not sent out.

On December 5, 1973, an envelope containing an SSPECQ,[2] a cover letter from Representative Hugh Paul Nuckolls requesting the continued support of the research project,[3] and a self-addressed envelope was mailed to each of the sixty-seven respondents to the SPECQ. Once again, only the proprietary schools were furnished pre-stamped self-addressed envelopes.

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[1] See Appendix A, page 156.

[2] See Appendix B, page 158.

[3] See Appendix B, page 159.

Follow-up letters were sent to twelve of the sixty-seven respondents who had not returned the SSPECQ by January 9, 1974.[1] A goal of at least a 90 per cent return on the second questionnaire prompted the follow-up letter. The follow-up letter accomplished its purpose because the final results indicated a 91 per cent return on the SSPECQ.

STATISTICAL PROCEDURES

When the responses of the respondents to the SPECQ were returned, the answers were coded on the SPECQ. The SPECQ was designed to accommodate an easy coding system because the data had to be processed manually. The procedure was very simple. Each column on the SPECQ was assigned a number corresponding to the top four numbers appearing in each section of a McBee Keysort card - K5S 371B.[2] The number seven was assigned to the SA column; the number four was assigned to the TA column; the number two was assigned to the TD column; and the number one was assigned to the SD column of the SPECQ.[1] Each answer was then hand punched directly from the SPECQ on the McBee Keysort card and twice proofed. Data were then sorted and counted for simple analysis. Since the final goal of the project was the creation of a general model of the State Postsecondary Education Commission for the State of Florida, it was only necessary to establish near consensus and/or sufficient consensus on specific characteristics to either include or exclude the characteristic from the model.

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[1] See Appendix C, page 161.

[2] See Appendix D, page 163.

The first questionnaire was designed to force the respondents to reveal whether or not they were in agreement or disagreement with each of its statements that identified specific characteristics of the 1202 Commission. The response categories of strongly agree and tend to agree were combined for analysis purposes as a unitary agree response category. Similarly, the response categories of strongly disagree and tend to disagree were combined for analysis purposes as a unitary disagree response category. These response categories were combined in accordance with the rationale of Siegel who stated that "When adjacent categories. . .are combined they must have some common property or mutual identity if interpretation of the outcome of the test after the combining is to be possible."[2]

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[1] See Appendix D, pages 163 and 164.

[2] Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York, N.Y.: McGraw-Hill Book Company, 1956), pp. 178-79.

Seventeen statements on the SPECQ identified specific characteristics of a 1202 Commission. Nine of these characteristic statements and Statement Number Ten were excluded from the SSPECQ because each of them had produced near consensus and/or sufficient consensus on the first round with the SPECQ. Items Number Thirteen and Fourteen were also excluded from the SSPECQ because they were of an information gathering nature. Number Fourteen was a question designed to identify the respondent's familiarity and expertise with 1202 Commissions. This information was to be used later on in the analysis of the SSPECQ data.

Since the primary purpose of analyzing the data was to determine whether or not the respondents agreed or disagreed with each of the specific characteristics, either near consensus or sufficient consensus was required for the acceptance or rejection of an item for the model. Near consensus was defined as a unitary agree or disagree response of at least 75 per cent. Sufficient consensus was defined as an 80 per cent or more unitary agree or disagree response. Consequently, the SSPECQ resubmitted eight specific characteristics of the original seventeen characteristics for further consideration to respondents via a second questionnaire, because these eight items had received neither near consensus nor sufficient consensus on the SPECQ.

It is important to note that frequently the median response is considered consensus or group response in the

Delphi technique according to Weaver[1] and Dalkey.[2] Even though the Delphi technique was used in this study an effort was made to require higher standards for consensus. For that reason, the standards of near consensus and sufficient consensus, as defined in this paper, were accepted. However, median and modal tables were constructed because they would achieve three objectives:

1. Show median values that denote strongly agree to strongly disagree tendencies.
2. Identify the median values that denote convergence-divergence beliefs.
3. Identify modal characteristics.

The responses to the SSPECQ were processed in much the same manner as the responses to the SPECQ because the SSPECQ was the same type of forced-choice instrument with a similar format and layout. However, the data from the SSPECQ were analyzed a little differently than the data from the SPECQ. When the analyses indicated that a specific characteristic was within 5 per cent of reaching near consensus by the entire respondent group, the data were analyzed and broken down as to how the respondents most familiar with the 1202 Commissions responded to these marginal items. Those respondents with the most familiarity, one to one and one-half years, were considered an expert group within the respondent group. In other words, experts among experts. This technique provided another method of viewing the data and determining whether or not a marginal specific characteristic should or should not be included in the model. The technique of separating experts was adopted from Helmer and Gordon.[1]

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[1] Weaver, "The Delphi Forecasting Method," p. 271.

[2] Dalkey, "Use of Delphi Technique in Educational Planning," p. 2.

SUMMARY

Procedures and methodology for the study were described in this chapter. The process of respondent population sample was presented. The instruments used were described and their development explained. Data collection procedures were discussed in detail.

The presentation of the statistical procedures for the treatment of data was noted. Since the final goal of the research investigation was the creation of a "General Model of the State Postsecondary Education Commission for the State of Florida," a procedure utilizing the Delphi technique to identify agreement and disagreement on specific characteristics of a 1202 Commission by respondent key postsecondary education administrators was outlined in the chapter. The presentation and the analysis of the data were developed in Chapter Four.

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[1] Helmer and Gordon, "The Delphi Method," pp. 123-33.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

INTRODUCTION

The collected data from the returned SPECQs and the SSPECQs were coded, punched by hand on McBee Keysort cards, and analyzed. The analyses of that data are presented in this chapter. Included are the number and percentages of completed SPECQ and SSPECQ returns broken down by types of educational institutions, broad categories of institutions, and familiarity with 1202 Commissions; summaries of all responses to all statements, both in number and percentage breakdowns; summaries listing median and modal responses; summaries of all unitary agree and disagree responses to all statements and a percentage breakdown of these responses; summaries and breakdowns of the expert group responses; and the identification of specific characteristics for the model.

PERCENTAGES OF COMPLETED RETURNS

There were 122 SPECQs mailed out on November 9, 1973. By December 5, 1973, 64 returns were received. Five more SPECQs were returned by December 20, 1973. Actually, 74 SPECQs, representing a 60.7 per cent return, were returned by the time the dissertation was written. However, two of these SPECQs were excluded because they were inadequately marked or left blank (number thirteen was left blank) and five others were returned too late to be included in the survey. Out of 122 SPECQs mailed, there were 67 SPECQs returned by Decmeber 20, 1973, which were usable, cited in Table 2 and Table 3, pages 98 and 99 . This represented a 54.9 per cent return for the SPECQs and was considered an excellent return. Therefore no follow-up procedures were used on the first survey.

There were 67 SSPECQs mailed out on December 5, 1973. By January 9, 1974, 55 returns were received. Since a goal of at least a 90 per cent return on the second questionnaire had been established, follow-up letters were sent to the 1 2 nonrespondents. Six more SSPECQs were returned by January 20, 1974, the final deadline for the survey. Actually, 65 SSPECQs, representing a 97.1 per cent return, were returned by the time the dissertation was written. However, four of these SSPECQs were excluded because they were returned too late to be included in the statistics of the survey. Out

Table 2

SPECQ Respondents, Grouped According to Type of Education Institution

Type of Institution	Number of SPECQs Sent	Number of SPECQs Returned	Per cent of SPECQs Returned
Public State Universities	9	7	77.8
Public Community and Junior Colleges	28	21	75.0
Public Area Vocational Technical Centers	21	11	52.4
Private Junior Colleges, Colleges, and Universities	23	14	60.9
Private Business Schools	14	6	42.9
Private Correspondence Schools	5	1	20.0
Private Vocational Schools--Various Other Types	6	3	50.0
Public and Private Medical Institutions	6	2	33.3
Private Beauty and Barber Schools	10	2	20.0
Totals	122	67*	54.9

*Does not include two SPECQs that were excluded because they were inadequately marked and four others that were returned too late to be included in survey.

Table 3

SPECQ Respondents Grouped According to Public, Private-Nonprofit and Proprietary, and Other Categories

Type of Institution	Number of SPECQs Sent	Number of SPECQs Returned	Per cent of SPECQs Returned
Public	58	39	67.2
Private, Nonprofit	30	17	56.7
Private, Proprietary	33	10	30.3
Other*	1	1	100.0
Totals	122	67	54.9

*One respondent classified his institution as "Other."

of 67 SSPECQs, there were 61 SSPECQs returned by January 20, 1974, which were usable, cited in Table 4 and Table 5, pages 101 and 102. This represented a 91.0 per cent return for the SSPECQs.

It was interesting to note that the largest number of SPECQ returns came from the public institutions, cited in Table 3, and that public community and junior colleges made the largest number of returns, cited in Table 2. A similar result was observed with the SSPECQ respondents, cited in Table 4 and Table 5, pages 101 and 102.

Several letters were received from key administrators indicating that they were pleased to have been invited to participate in this study. These letters along with the excellent responses to the SPECQ and the SSPECQ indicated the interest in the study.

NUMBER AND PERCENTAGE BREAKDOWNS OF RESPONDENTS

Tables 6 through 9, pages 192 through 195, provide number and percentage breakdowns of the SPECQ respondents according to types of institutions and familiarity with 1202 Commissions. The breakdown of the SPECQ respondents indicates that 25.4 per cent had 1½ years familiarity with 1202 Commissions, 26.9 per cent had 1 year familiarity, 13.4

Table 4

SSPECQ Respondents Grouped According to Type of Education Institution

Type of Institution	Number of SSPECQs Sent	Number of SSPECQs Returned	Per cent SSPECQs Returned
Public State Universities	7	7	100.0
Public Community and Junior Colleges	21	20	95.2
Public Area Vocational-Technical Centers	11	11	100.0
Private Junior Colleges, Colleges, and Universities	14	11	78.6
Private Business Schools	6	5	83.3
Private Correspondence Schools	1	1	100.0
Private Vocational Schools-Various Other Types	3	2	66.7
Public and Private Medical Institutions	2	2	100.0
Private Beauty and Barber Schools	2	2	100.0
Totals	67	61	91.0

Table 5

SSPECQ Respondents Grouped According to Public, Private-Nonprofit and Proprietary, and Other Categories

Type of Institution	Number of SSPECQs Sent	Number of SSPECQs Returned	Per cent of SSPECQs Returned
Public	39	38	97.4
Private, Nonprofit	17	14	82.4
Private, Proprietary	10	8	80.0
Other*	1	1	100.0
Totals	67	61	91.0

*One respondent classified his institution as "Other."

per cent had ½ year familiarity, and 34.3 per cent learned about the 1202 Commissions for the first time with the SPECQ.

Tables 16 through 19, pages 202 through 205, provide number and percentage breakdowns of the SSPECQ respondents according to types of institutions and familiarity with 1202 Commissions. The breakdown of the SSPECQ respondents indicates that 26.2 per cent had 1½ years familiarity with 1202 Commissions, 26.2 per cent had 1 year familiarity, 13.1 per cent had ½ year familiarity, and 34.5 per cent learned about the 1202 Commissions for the first time with the SPECQ.

Over 52 per cent of the respondents to the SPECQ and the SSPECQ had a familiarity of 1 to 1½ years with the 1202 Commissions. This was important because their expertise was used in the final phases of the study to include or exclude certain marginal specific characteristics in the general model of the 1202 Commission.

In addition to breakdowns by familiarity, Tables 6 through 9 and Tables 16 through 19 also provide number and percentage breakdowns of the types of respondent institutions into specific types of institutions and broad categories of institutions, such as, public, private nonprofit, private proprietary and other. These tables also analyze the data gathered from Questions 13 and 14 from the SPECQ.

ANALYSIS OF RESPONSES TO THE FIRST QUESTIONNAIRE

Table 10 and Table 11, pages196and197, provide a number and percentage breakdown of the responses to each of the eighteen statements, 1A through 12, on the SPECQ. Table 12, page198, summarizes the information from Table 10 and Table 11 and provides a summary of the unitary agree and disagree responses to each of the eighteen statements on the SPECQ and a percentage breakdown of these responses.

Table 23, page105, presents a summary of the unitary, median, and modal responses of the key administrators of postsecondary education institutions in Florida to each of the eighteen statements, 1A through 12, on the SPECQ. The unitary agree and disagree response information came from Tables 10, 11 and 12. The median and modal responses were calculated from Table 10 using standard methods for determining these measurements of central tendency. Since the primary purpose for analyzing the data was to determine whether or not the respondents agreed or disagreed with each of the selected specific characteristics, either near and/or sufficient consensus was required for the acceptance of a concept for the model. Near consensus was defined as a unitary agree or disagree response of at least 75 per cent. Sufficient consensus was defined as an 80 per cent or more unitary agree or disagree response. The information presented in Table 23 revealed that the respondents to the

Table 23

The Unitary, Median, and Modal Responses of the Key Administrators of Postsecondary Education Institutions in Florida to Each of the Eighteen Statements, 1A through 12, on the SPECQ

Statement Number	Per Cent of Unitary Agree Responses✓✓	Per Cent of Unitary Disagree Responses✓✓	Median Responses✓	Modal Responses✓	Response to Each Statement
1A	84.8	15.2	TA	SA	Sufficient Consensus
B	65.2	34.8	TA	TA	Undecided First Round
C	84.9	15.1	TA	SA	Sufficient Consensus
D	71.2	28.8	TA	TA	Undecided First Round
E	73.8	26.2	TA	TA	Undecided First Round
F	95.3	4.7	SA	SA	Sufficient Consensus
G	98.5	1.5	SA	SA	Sufficient Consensus
2	12.1	87.9	SD	SD	Sufficient Consensus
3	88.0	12.0	SA	SA	Sufficient Consensus
4	30.3	69.7	TD	SD	Undecided First Round
5	80.0	20.0	TA	SA	Sufficient Consensus
6	91.0	9.0	TA	TA	Sufficient Consensus
7	83.4	16.6	TA	TA	Sufficient Consensus
8	64.2	35.8	TA	TA	Undecided First Round
9	70.9	29.1	TA	TA	Undecided First Round
10	86.2	13.8	SA	SA	Sufficient Consensus
11	37.3	62.7	TD	SD	Undecided First Round
12	62.5	37.5	TA	TA	Undecided First Round

SA = Strongly Agree
TA = Tend to Agree
TD = Tend to Disagree
SD = Strongly Disagree

✓ Based on Table 10
✓✓ Based on Tables 10, 11, and 12.

SPECQ had developed near and/or sufficient consensus on the following:

I. "To be 'broadly and equitably representative,' the proposed 1202 Commission membership should include adequate representation.....

   A. on the basis of sex." (Agreement with statement 1A)

   B. of significant racial groups in the state." (Agree with statement 1C)

   C. of general public representatives (including some who are consumers of postsecondary educational services)." (Agree with statement 1F)

   D. from public, private nonprofit, and proprietary institutions of postsecondary education in the state." (Agree with statement 1G)

II. "The members of the 1202 Commission should be elected." (Disagree with statement 2)

III. "The members of the 1202 Commission should be appointed." (Agree with statement 3)

IV. "To implement a unified postsecondary educational philosophy in Florida, the 1202 Commission needs the necessary authority to accomplish its purpose." (Agree with statement 5)

V. "The 1202 Commission should have coordinative planning authority." (Agree with statement 6)

VI. "The 1202 Commission should be an information gathering and disseminating body." (Agree with statement 7)

VII. "If necessary, the Florida Constitution and/or laws should be altered to accommodate the federal law so that the State of Florida could obtain various funds and benefits resulting from the establishment of a 'Postsecondary Education Commission' (1202) as outlined in the Education Amendments of 1972." (Agree with statement 10)

ANALYSIS OF RESPONSES TO THE SECOND QUESTIONNAIRE

Table 13 and Table 14, pages199and200, provide a number and percentage breakdown of the responses to each of the eight statements, 1A through 6, on the SSPECQ. Table 15, page201, summarizes the information from Table 13 and Table 14 and provides a summary of the unitary agree and disagree responses to each of the eight statements on the SSPECQ and a percentage breakdown of these responses.

Table 24, page108, presents a summary of the unitary, median, and modal responses of the key administrators of postsecondary education institutions in Florida to each of the eight statements, 1A through 6, on the SSPECQ. The unitary agree and disagree response information came from

Table 24

The Unitary, Median, and Modal Responses of the Key Administrators of Postsecondary Education Institutions in Florida to Each of the Eight Statements, 1A through 6, on the SSPECQ

Statement Number	Per Cent of Unitary Agree Responses ✓✓	Per Cent of Unitary Disagree Responses ✓✓	Median Responses ✓	Modal Responses ✓	Response to Each Statement
1A	63.9	36.1	TA	TA	Undecided
B	82.0	18.0	TA	TA	Sufficient Consensus
C	83.0	17.0	TA	TA	Sufficient Consensus
2	29.5	70.5	TD	SD	Marginal
3	55.7	44.3	TA	SA	Undecided
4	61.7	38.3	TA	SA	Undecided
5	29.5	70.5	TD	SD	Marginal
6	70.5	29.5	TA	SA	Marginal

SA = Strongly Agree
TA = Tend to Agree
TD = Tend to Disagree
SA = Strongly Disagree

✓ Based on Table 13.
✓✓ Based on Tables 13, 14, and 15.

Tables 13, 14, and 15. The median and modal responses were calculated from Table 13 using standard methods for determining these measurements of central tendency. Since the primary purpose for analyzing the data was to determine whether or not the respondents agreed or disagreed with each of the specific characteristics, either near consensus and/or sufficient consensus was required for the acceptance of a concept for the general model. The information presented in Table 24 revealed that the respondents to the SSPECQ had developed near and/or sufficient consensus on the following:

> "To be 'broadly and equitably representative,' the proposed 1202 Commission membership should include adequate representation.....
>
> 1. of significant ethnic groups in the state." (Agree with statement 1B)
> 2. of economic groups in the state (identified by law)." (Agree with statement 1C)

ANALYSIS OF THE EXPERTS' RESPONSES TO THE SECOND QUESTIONNAIRE

Statements 2, 5, and 6 on the SSPECQ were considered to have had a marginal response of more than 70 per cent. (See Table 24) Consequently, the methodology outlined in

Chapter III was followed. Table 20 and Table 21, pages206 and 207,, provide a number and percentage breakdown of the experts' (as defined in Chapter III) responses to each of the eight statements, 1A through 6, on the SSPECQ. Table 22, page 208, summarizes the information from Table 20 and Table 21 and provided a summary of the unitary agree and disagree responses to each of the eight statements on the SSPECQ and a percentage breakdown of these responses.

Table 25, page 111, presents a summary of the unitary, median, and modal responses of the experts (as defined in Chapter III) to each of the eight statements, 1A through 6, on the SSPECQ. The unitary agree and disagree response information came from Tables 20, 21 and 22. The median and modal responses were calculated from Table 20 using standard methods for determining these measurements of central tendency. Since the primary purpose for analyzing the data was to determine whether or not the respondents agreed or disagreed with each of the selected specific characteristics, either near and/or sufficient consensus was required for the acceptance of a concept for the model. The information presented in Table 25 revealed that the respondents to the SSPECQ had developed near and/or sufficient consensus on the following:

I. "To be 'broadly and equitably representative,' the proposed 1202 Commission membership should include adequate representation.....

Table 25

The Unitary, Median, and Modal Responses of the Experts⊛
to Each of the Eight Statements
1A through 6, on the SSPECQ

Statement Number	Per Cent of Unitary Agree Responses ✓✓	Per Cent of Unitary Disagree Responses ✓✓	Median Responses ✓	Modal Responses ✓	Response to Each Statement
1A	65.6	34.4	TA	TA	Undecided
B	81.2	18.8	TA	TA	Sufficient Consensus
C	80.6	19.4	TA	TA	Sufficient Consensus
2	12.5	87.5	SD	SD	Sufficient Consensus
3	40.6	59.4	TD	TD	Undecided
4	53.1	46.9	TA	TA	Undecided
5	9.4	90.6	TD	SD	Sufficient Consensus
6	75.0	25.0	TA	TA	Near Consensus

SA = Strongly Agree
TA = Tend to Agree
TD = Tend to Disagree
SD = Strongly Disagree

✓ Based on Table 20.

✓✓ Based on Tables 20, 21, and 22.

⊛Respondents with one to one and one-half years familiarity with 1202 Commissions.

A. of significant ethnic groups in the state."
(Agree with statement 1B)

B. of economic groups in the state (Identified by law)." (Agree with statement 1C)

II. "The members should become full-time, paid employees of the state." (Disagree with statement 2)

III. "The 1202 Commission should be placed over the existing postsecondary education divisions of the Florida Department of Education as a functional unit." (Disagree with statement 5)

IV. "The 1202 Commission should be a state coordinating and planning board of the Florida Department of Education, but with no functional authority. It should be similar to the State Planning Council for Post High School Education of the Florida Department of Education, but it would be more 'broadly and equitably representative.'" (Agree with statement 6)

HYPOTHESIS TESTED

Through the utilization of the techniques outlined in Chapter Three and the analysis of the data presented in this chapter, it was possible to establish near and/or sufficient consensus on fifteen out of the eighteen statements pertaining to the conceptual makeup of a 1202

Commission for the State of Florida. This was considered more than enough to create and design a general model or paradigm of a State Postsecondary Education Commission for the State of Florida. Therefore the hypothesis was accepted. The general model or paradigm is presented in Chapter V.

SUMMARY

This chapter presented analyses of the specific characteristic expectations of 1202 Commissions held by the key administrators of postsecondary education institutions in Florida. Their perceived characteristic expectations held for 1202 Commissions were determined by their responses to the State Postsecondary Education Commission (1202) Questionnaire and the Second State Postsecondary Education Commission (1202) Questionnaire that were developed for this study.

Analyses of the respondents' responses revealed that there was near and/or sufficient consensus on fifteen of the eighteen statements pertaining to the conceptual makeup of a 1202 Commission for the State of Florida. The respondents were unable to decide on only three specific characteristic expectations. Therefore the hypothesis was accepted because there was sufficient agreement on what characteristics the 1202 Commission should or should not possess to formulate a general model or paradigm.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND THE MODEL

SUMMARY

This study was based on the assumption that the various public, private nonprofit, and proprietary segments of postsecondary education in Florida have a vested interest in the State Postsecondary Education Commissions (1202 Commissions) authorized by Section 1202 of the Education Amendments of 1972 and that the implementation of the 1202 Commission would have a very definite impact and influence upon postsecondary education in Florida. It was also assumed that the key administrators of these Florida postsecondary institutions held varying perceived characteristic expectations for a Florida 1202 Commission. Since the appropriations of funds by Congress for the implementation of the 1202 Commissions appeared imminent, it was imperative to determine how the key Florida postsecondary education administrators of the universities, colleges, junior and community colleges, vocational-technical centers, and other postsecondary vocational schools and programs perceived a 1202 Commission that would meet their needs.

The problem in this investigation centered around two basic questions:

I. Did the key postsecondary education administrators agree or disagree....

A. as to which specific components, in order to be "broadly and equitably representative," should have membership representation on the 1202 Commission?

B. as to how the 1202 Commission membership should be selected?

C. as to whether the 1202 Commission should have authority to implement a unified postsecondary education philosophy in Florida?

D. as to which specific authorities and functions should be assigned to the 1202 Commission?

E. as to how the 1202 Commission should function?

F. as to whether the Florida Constitution and/or laws should be altered, if necessary, to accommodate the federal law so that the State of Florida could obtain various funds and benefits resulting from the establishment of a 1202 Commission as outlined in the Education Amendments of 1972?

II. Was there sufficient consensus among the responses of the key postsecondary education administrators of the various segments of postsecondary education in Florida to form a general model of the 1202 Commission?

A State Postsecondary Education Commission (1202) Questionnaire (SPECQ), a forced-choice instrument, that defined the legislative components, the structure, membership, functions, and authorities of the 1202 Commission was developed for making assessments in this study. All nine public state universities, twenty-eight public junior and community colleges, and twenty-one public vocational-technical centers were surveyed. In addition, all twenty-three private nonprofit accredited colleges and universities listed in the 1973-1974 Florida Educational Directory and forty-one other accredited proprietary and vocational schools were surveyed. A total of 122 SPECQs were mailed out. Sixty-seven usable SPECQs or 54.9 per cent were returned on the first survey by the cut-off date. This was considered an excellent return and no follow-up procedures were used on the first survey. Near and/or sufficient consensus was established for ten out of eighteen items on the first survey.

Since a modified Delphi technique was used to arrive at near and/or sufficient consensus on specific characteristics for a model of a 1202 Commission, the Second State Postsecondary Education Commission (1202) Questionnaire (SSPECQ) was sent out. It was a forced-choice instrument similar to the SPECQ and resubmitted eight items not receiving near and/or sufficient consensus on the first round with the SPECQ. In accordance with the modified Delphi technique used, each respondent was furnished with the median responses to each of the eight statements carried over. However, the respondents were not furnished with their previous answers. Indicating to the respondents that the goal was consensus, the eight statements were resubmitted to them for their reconsideration in light of the group responses. Sixty-one usable SSPECQs or 91.0 per cent were returned on the second survey by the cut-off date. Through the identification of respondents with one to one and one-half years familiarity with 1202 Commissions as experts, it was possible to establish near and/or sufficient consensus among the experts for five out of the eight items on the SSPECQ. Chapter Three discussed the research methodology and Chapter Four provided analyses of the data.

CONCLUSIONS

Through the utilization of the Delphi and other techniques outlined in Chapter Three and the analyses of the data presented in Chapter Four, it was possible to establish near and/or sufficient consensus (as defined in Chapter One) for fifteen out of the original eighteen statements pertaining to the conceptual makeup of a 1202 Commission for the State of Florida. This was considered more than enough to design and develop a general model or paradigm of a State Postsecondary Education Commission (1202) for the State of Florida. Therefore the hypothesis was accepted.

RECOMMENDATIONS

NEED FOR FURTHER STUDY

There were three specific characteristics that did not produce near and/or sufficient consensus during the study. They were as follows:

I. "To be 'broadly and equitably representative,' the proposed 1202 Commission membership should include adequate representation on the basis of age."

II. "The 1202 Commission needs budgetary review authority in cooperation with the state fiscal authority."

III. "The 1202 Commission needs program proposal review and approval authority."

The fact that these items did not receive near and/or sufficient consensus does not detract from their importance and the need for additional study and investigation of them.

Analyses have been made of both surveys as to how different categories of the population sample responded to these three items. This procedure had the potential of suggesting which groups favored or did not favor each of the three characteristics not receiving consensus. If it were evident that one group (or groups) uniformily responded in one way to these items, one could speculate as to why they responded as they did and obtain some guidance and insights for a follow-up study. It is because the researcher believes that these items are important and worthy of additional study and investigation that the researcher makes the following analyses, commentaries and speculations.

Tables 26 and 27, pages 209 and 210 , provide a percentage breakdown of the unitary agree and disagree responses of the various types of educational institutions to the age representation, budgetary review, and program proposal review items on the SPECQ, the first questionnaire, and the SSPECQ, the second questionnaire. Tables 28 and 29, page 211, provide a percentage breakdown of the unitary agree and disagree responses of the public, private--nonprofit, proprietary and other categories to the age representation, budgetary review, and program proposal review items on the SPECQ and the SSPECQ.

Of the three characteristics not receiving consensus, probably the issue of age representation is the least significant. However, it is interesting to note that a comparison of the SPECQ responses, Table 26, page 209, with the SSPECQ responses, Table 27, page 210, indicates that three of the largest groups sampled--the State Universities, the Public Area Vocational-Technical Centers, and the Private Junior Colleges, Colleges, and Universities show a definite trend on the second survey to disagree with the need for age representation on the 1202 Commission. It is possible that initially the respondents from these institutions considered adequate age representation as "student representation" and figured that they might have more influence on the 1202 Commission if students were represented. However, given the time interval between the first and second surveys to think it over, they concluded that "consumers of postsecondary educational services" were included in the general public representation (Item 1F on the SPECQ) and decided that it was not important. The only difficulty is that not all consumers are 18-24 years of age, and further, the demography of Florida with its reputed heavy concentration of older persons may suggest the need for representation of "senior citizens." This takes on added significance given recent emphasis in the media on the development of educational programs for senior citizens. Obviously, this is not as simple a matter as it appears and is worthy of further investigation.

The issues of budgetary and program review are more complicated, but perhaps the most important issues raised in the surveys and the dissertation. Of course, the importance of these two issues will depend largely upon several considerations:

(1) The sections of the amended Higher Education Act receiving appropriations of funds will influence the authorities' needed by the 1202 Commission.

(2) If Federal guidelines are issued by the Office of Education, they must be followed to qualify

for funds.

(3) If Federal guidelines are not issued, the states will be compelled to meet the requirements of the Federal law on their own.

Since the 1202 Commissions can be used for many purposes, the States must decide how much authority they will give to the 1202 Commissions. Whether or not Federal Guidelines are issued will not alter this fact. It must be remembered that the choice and selection of programs and program participation remains with the States. As in the past, the Federal Government will in all probability allow the States to participate in the titles and grants that will benefit their individual needs. It is very unlikely that the Federal Government will require that the individual States participate in either all of the funded programs or none at all. Consequently, the importance of the budgetary and program proposal review authorities will greatly depend upon the specific sections of the amended Higher Education Act (the programs, grants, and titles) that are funded and selected by the individual States. In Florida, the desires of the Florida Office of Education and the State Legislature will play a very important role in this matter.

If, for example, funds were appropriated for a planning section of the Higher Education Act only, budgetary and program proposal review and approval authorities become much less important and planning authority becomes most significant. (See the McGuinness Chart on page 156 which shows the interrelationship of the 1202 Commission with various sections of the Act and potential activities.) If, on the other hand, the States were given the opportunity of using the 1202 Commission as the State agency or institution responsible for the administration of a certain program authorized by the amended Higher Education Act, budgetary and program proposal review and approval authorities become very important. This is quite possible since Section 1202(c) of the Higher Education Act provides for this optional consolidation and it would cost the Federal Government nothing to allow the States to turn these administrative responsibilities and authorities over to the 1202 Commissions if the States desire to unify these responsibilities.

Let us assume, for hypothetical and speculative purposes only, that the Federal Government empowered the 1202 Commissions or substitute agencies to assume certain administrative authorities and responsibilities contained in the amended Higher Education Act. Naturally, the Florida Office of Education and State Legislature would be interested in knowing how various categories of postsecondary institutions would react to the 1202 Commission receiving certain administrative powers, such as, budget and program proposal review and approval authorities. Some insights would be gained from a look at Table 29, page 211, which indicates that the private sectors of postsecondary education in Florida, both nonprofit and proprietary, would favor the 1202 Commission having such authority and responsibility. Whereas, the public postsecondary institutions would not agree that a 1202 Commission should have these two authorities and responsibilities. Table 28, page 211, shows the public institutions have a majority agreeing that the 1202 Commission should have budgetary and program proposal review and approval authorities on the first survey and that on the second survey, Table 29, page 211, moved to a majority responding that they disagreed with the 1202 Commission having these authorities. Tables 26 and 27, pages 209 and 210, reflect how the individual types of institutions responded to the budgetary and program proposal review and approval items. The individual types of private institutions consistently agreed that the 1202 Commission should have these two authorities. Between the first and second surveys the State Universities completely reversed their position from one of agreeing that the 1202 Commissions should have these authorities to one of disagreeing. The second survey shows the Public Community and Junior Colleges in accord with the State Universities and indicating that the 1202 Commissions should not have budgetary and program proposal review and approval authorities. The Public Area Vocational-Technical Centers were the only type of public institutions that consistently agreed on both surveys that the 1202 Commission should be vested with these two authorities.

It is only natural to speculate why the Public State Universities and the Community and Junior Colleges are against the 1202 Commission having budgetary and program proposal review and approval authorities and, at the same time, the Private Institutions (Nonprofit and Proprietary) and the Public Area Vocational-Technical Centers think that the 1202 Commissions should have these authorities. Is it possible that the State Universities and the Community and Junior Colleges feel that they stand to lose more with a powerful and large 1202 Commission than they stand to gain? Since the 1202 Commission must have a very broad and equitable representation, the individual group's importance will be reduced relatively. They could also fear a strong 1202 Commission, created for the purpose of planning and controlling Federal funds flowing into the State, someday becoming even stronger. Such a strong commission could possibly become a functional part of the Florida Office of Education with a large lay and private institutional representation. This could further challenge their autonomy and could cause them unlimited financial problems since it seems to be a self-evident truth that the competition for Federal funds will become greater.

The Private Institutions, Nonprofit and Proprietary, would logically want the 1202 Commission to have extensive authorities because some of these institutions for the first time will be having a voice in where and how these Federal funds will be used. A 1202 Commission with planning authority alone does them little good. Another reason why the private institutions are not adverse to the 1202 Commissions having these authorities, is because they realize that the powers of these commissions will probably be limited to the control and coordination of Federal monies. In addition, private institutions seem to have experienced success with the administration of "compulsory or mandated commissions" in the past.

It is not surprising to find the Public Area Vocational-Technical Centers at opposite ends with the Community and Junior Colleges; because what seems good for one is bad for the other. This conflict was mentioned in the Second Chapter. There is also the possibility that the Vocational-Technical Centers have not experienced the financial crunch that the State Universities and the Community and Junior Colleges have experienced.

Perhaps some of the public institutions are concerned that the budgetary and program proposal review authorities will specify that the authorities include overseeing only public institutions and/or to include only federal monies. They may contemplate a 1202 Commission possessing budgetary and program review powers with respect to public institutions and a Commission using these powers for the purposes of (1) reducing public institutions' competition with private institutions where private institutions provide or could provide adequate services; and/or (2) insuring that state and public needs are being met in areas where private institutions are not providing or cannot be expected to provide services. There could be a large number of reasons for their concern. However, this paper cannot afford the luxury of exploring all of them.

Some data, thoughts, and speculations have been presented on the three specific characteristics: age representation, budgetary review, and program proposal review and approval authorities. If Florida postsecondary programs are to meet reasonable tests of quality and needed programs are to be identified, the state commission having these responsibilities must be equipped with program proposal review and approval authority to insure its success. The recent changes in the philosophy of accountability requirements alone dictates the need for budgetary review authority by a coordinating agency.

These ideas have been presented to stimulate thought on these matters. The fact that these items did not receive near and/or sufficient consensus does not detract from their importance and the need for additional study and investigation of them. It is therefore recommended that further studies of these specific characteristics be conducted because of their potential importance to the 1202 Commission, postsecondary education, and the State of Florida. The data from this study will be made available to persons desiring to further analyze and study the sub-group responses.

THE MODEL

An analysis of these data concerning specific characteristics expectations held for the State Postsecondary Education Commission (1202 Commission) as perceived by the key administrators of postsecondary education institutions in Florida identified incidences of consensus, indecision, and conflict. In view of these findings, the researcher recommends the following general model outlined on the next page.

A rather detailed explanation was made in Chapter III as to why some questions were omitted from the survey questionnaires. A few comments as to why certain concepts were included in the survey are in order at this time. Of seven statements addressed to membership characteristics necessary for "broad and equitable representation," economic group representation was the one rejected for consideration by the Florida Office of Education. See Floyd T. Christian's letter dated December 15, 1972 on page 173. The characteristic was not considered by the Florida Office of Education because of vagueness. Therefore, the researcher thought that it would be interesting to present this characteristic to the Florida postsecondary educators with the qualifying notion that the economic groups would be identified by law. Granted, this would mean that the Florida State Legislature would have to identify various economic groups that needed representation and set up categorites. However, the postsecondary education administrators surveyed concurred

A GENERAL MODEL OF A STATE POSTSECONDARY EDUCATION COMMISSION FOR THE STATE OF FLORIDA*

MEMBERSHIP	AUTHORITY	METHOD OF OPERATION
I. Members should be appointed and not elected.	I. It should have coordinative planning authority.	I. The commission should not be placed over the existing postsecondary education divisions of the Florida Department of Education as a functional unit.
II. To be "broadly and equitably representative," the membership should include adequate representation....... A. on the basis of sex. B. of significant racial groups in the state. C. of significant ethnic groups in the state. D. of economic groups in the state. (Identified by law) E. of general public representatives. (Including some who are consumers of postsecondary educational services) F. from public, private nonprofit, and proprietary institutions of postsecondary education in the state.	II. The commission should be an information gathering and disseminating body.	II. The commission should be a state coordinating and planning board of the Florida Department of Education, but with no functional authority. It should be similar to the State Planning Council for Post High School Education of the Florida Department of Education, but it would be more "broadly and equitably representative."
III. The members should not become full-time, paid employees of the state.	III. To implement a unified postsecondary educational philosophy in Florida, it needs the necessary authority to accomplish its purpose.	

*If necessary, the Florida Constitution and/or laws should be altered to accommodate the federal law so that the State of Florida could obtain various funds and benefits resulting from the establishment of a "Postsecondary Education Commission" (1202) as outlined in the Education Amendments of 1972.

that economic groups did need representation and it would appear that any 1202 Commission without this representation would not be "broadly and equitably representative."

A discussion of the need for the items on the election and appointment of 1202 Commissions members was made in Chapter III on page 84.

Throughout the survey questionnaires there was a basic and underlying question. Did the key postsecondary education administrators want a strong 1202 Commission? Items 4, 5, 6, 7, 8, 9, 10, 11, and 12 on the SPECQ alluded to this fundamental question. Questions 11 and 12 were specifically addressed to the question of a powerful 1202 Commission. The respondents indicated that they favored a 1202 Commission that was a state coordinating and planning board with no functional authority; one similar to the State Planning Council for Post High School Education, but more "broadly and equitably representative."

When the respondents were asked whether or not they would be willing to have the Florida State Constitution or State Laws changed to obtain funds resulting from the establishment of the 1202 Commissions, they agreed. This would tend to indicate that they may be more willing to accept a more powerful 1202 Commission if it were necessary to obtain Federal funds, but not to the extent that it would become bureaucratic in nature; because they did not want the members of the 1202 Commission to be paid employees of the State of Florida.

We must not forget that the respondents were responsible, thinking men concerned about the welfare of postsecondary education in the State of Florida. When asked if they would be willing to give the 1202 Commission the authority that it needed to implement and accomplish a unified postsecondary educational philosophy in Florida, they agreed. Apparently, this means that they are unselfish and place the welfare of Florida's postsecondary educational needs above their own. It tends to indicate that they would be willing to accept a more powerful 1202 Commission if it were for the good of the State of Florida. Of course, this is not surprising; they are basically service oriented people.

The respondents were undecided about giving the 1202 Commission budgetary review authority in cooperation with the state fiscal authority and program proposal review and approval authority. This was discussed earlier in this chapter and it was recommended that the need for these authorities be studied further.

There was a consensus established on the first survey that the 1202 Commission should be an information gathering and disseminating body. The administrators surely realized the importance and relationships of data collection, data interpretation, and policy making. It was no little concession on their part indicating this authority should be given to the 1202 Commission. No doubt they probably realized that the data collection procedures and techniques utilized by the coordinating agency could, through the interpretation of that data, either favorably or unfavorably affect their individual institutions. It makes no difference whether we are talking about manpower data, student assistance information, or a hundred other types of information necessary for the 1202 Commission to carry out its activities and responsibilities.

The respondents also established consensus on the first survey that the 1202 Commission should have coordinative planning authority. Nationally this will probably be the most widely accepted function of the 1202 Commissions.

It is the function most referred to in the Education Amendments of 1972. This coordinative planning authority would include making comprehensive studies of the state's postsecondary educational needs, planning and making recommendations for the present and future. Of course, these activities would include public, private nonfprofit, and proprietary postsecondary educational institutions. This planning function includes establishing short and long range goals and objectives for postsecondary education in the State of Florida. Additional commentaries on the planning function were made in Chapter II.

In final analysis, the kinds and degree of authority assigned to the 1202 Commision will rest with the Florida State Legislature. The success of the 1202 Commission will depend upon acceptance of the 1202 Commission by those affected by it and a legally well defined Commission. Everything about the 1202 Commission should be spelled out in the State law if it is not done so in the Federal Guidelines.

It is hoped that when the 1202 Commissions are implemented that the State Legislature will attempt to take into consideration some of the ideas expressed in this study; particularly, if the States are placed in the position where they must formulate their own State Postsecondary Education Commission without Federal guidelines.

POSTSCRIPT

On March 1, 1974, Mr. John Ottina, U.S. Commissioner of Education, sent a letter to the Governor of each State and Territory inviting them to establish a "broadly and equitably representative" State Postsecondary Education Commission. In essence, this letter gave the States and Territories the option of implementing and activating Sections 1202 and 1203 of the amended Higher Education Act and placed the responsibility for interpreting the "broadly and equitably representative" requirement for Section 1202 State Commissions with them.

John Ottina's letter ended a twelve-month suspension of activity with respect to implementation of State Postsecondary Education Commissions. This official announcement confirmed the researcher's assumption that implementation of Section 1202 of the amended Higher Education Act was imminent and that the 1202 Commissions were important and worthy of study and investigation. The states and territories were being allowed to establish a State Commission which met the "broadly and equitably representative" criteria of Section 1202(a), and thereby qualify their 1202 Commission to apply for and receive Section 1203 planning grants and/or technical assistance from the Fiscal Year 1974 appropriation. In addition, the states were being allowed to assign the administration of the following State-administered program authorities contained in the amended Higher Education Act to the 1202 Commissions:

(1) Community Services and Continuing Education, HEA - Section 105.

(2) Equipment for Undergraduate Instruction, HEA - Section 603.

(3) Grants for Construction of Undergraduate Academic Facilities, HEA - Section 704.

Appendix L contains a copy of John Ottina's letter, dated March 1, 1974, and a copy of the Office of Student Assistance Program Announcement about John Ottina's letter of March 1, 1974.

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APPENDIXES

APPENDIX A

THE FIRST SURVEY INSTRUMENT--THE STATE POSTSECONDARY EDUCATION COMMISSION (1202) QUESTIONNAIRE WITH ACCOMPANYING LETTERS AND 1202 INFORMATION CHART

STATE POSTSECONDARY EDUCATION COMMISSION
(1202) QUESTIONNAIRE

CODE:

SA – Strongly Agree
TA – Tend to Agree
TD – Tend to Disagree
SD – Strongly Disagree

INSTRUCTIONS: Using a number 2 pencil, blacken-in only the one space for each statement that best indicates your level of agreement or disagreement with each of the following twelve statements.

Each statement from number 1A through 1G is preceded by the phrase: To be "broadly and equitably representative," the proposed 1202 Commission membership should include adequate representation........

		SA	TA	TD	SD
1A.	on the basis of sex.	☐	☐	☐	☐
B.	on the basis of age.	☐	☐	☐	☐
C.	of significant racial groups in the state.	☐	☐	☐	☐
D.	of significant ethnic groups in the state.	☐	☐	☐	☐
E.	of economic groups in the state. (Identified by law)	☐	☐	☐	☐
F.	of general public representatives. (Including some who are consumers of postsecondary educational services)	☐	☐	☐	☐
G.	from public, private nonprofit, and proprietary institutions of postsecondary education in the state.	☐	☐	☐	☐
2.	The members of the 1202 Commission should be elected.	☐	☐	☐	☐
3.	The members of the 1202 Commission should be appointed.	☐	☐	☐	☐
4.	The members should become full-time, paid employees of the state.	☐	☐	☐	☐
5.	To implement a unified postsecondary educational philosophy in Florida the 1202 Commission needs the necessary authority to accomplish its purpose.	☐	☐	☐	☐
6.	The 1202 Commission should have coordinative planning authority.	☐	☐	☐	☐
7.	The 1202 Commission should be an information gathering and disseminating body.	☐	☐	☐	☐
8.	The 1202 Commission needs budgetary review authority in cooperation with the state fiscal authority.	☐	☐	☐	☐
9.	The 1202 Commission needs program proposal review and approval authority.	☐	☐	☐	☐
10.	If necessary, the Florida Constitution and/or laws should be altered to accommodate the federal law so that the State of Florida could obtain various funds and benefits resulting from the establishment of a "Postsecondary Education Commission" (1202) as outlined in the Education Amendments of 1972.	☐	☐	☐	☐
11.	The 1202 Commission should be placed over the existing postsecondary education divisions of the Florida Department of Education as a functional unit.	☐	☐	☐	☐
12.	The 1202 Commission should be a state coordinating and planning board of the Florida Department of Education, but with no functional authority. It should be similar to the State Planning Council for Post High School Education of the Florida Department of Education, but it would be more "broadly and equitably representative."	☐	☐	☐	☐

ARY EDUCATION COMMISSION
QUESTIONNAIRE

F.	of general public representatives. (Including some who are consumers of postsecondary educational services)	☐	☐	☐	☐
G.	from public, private nonprofit, and proprietary institutions of postsecondary education in the state.	☐	☐	☐	☐
2.	The members of the 1202 Commission should be elected.	☐	☐	☐	☐
3.	The members of the 1202 Commission should be appointed.	☐	☐	☐	☐
4.	The members should become full-time, paid employees of the state.	☐	☐	☐	☐
5.	To implement a unified postsecondary educational philosophy in Florida, the 1202 Commission needs the necessary authority to accomplish its purpose.	☐	☐	☐	☐
6.	The 1202 Commission should have coordinative planning authority.	☐	☐	☐	☐
7.	The 1202 Commission should be an information gathering and disseminating body.	☐	☐	☐	☐
8.	The 1202 Commission needs budgetary review authority in cooperation with the state fiscal authority.	☐	☐	☐	☐
9.	The 1202 Commission needs program proposal review and approval authority.	☐	☐	☐	☐
10.	If necessary, the Florida Constitution and/or laws should be altered to accommodate the federal law so that the State of Florida could obtain various funds and benefits resulting from the establishment of a "Postsecondary Education Commission" (1202) as outlined in the Education Amendments of 1972.	☐	☐	☐	☐
11.	The 1202 Commission should be placed over the existing postsecondary education divisions of the Florida Department of Education as a functional unit.	☐	☐	☐	☐
12.	The 1202 Commission should be a state coordinating and planning board of the Florida Department of Education, but with no functional authority. It should be similar to the State Planning Council for Post High School Education of the Florida Department of Education, but it would be more "broadly and equitably representative."	☐	☐	☐	☐

INSTRUCTIONS: Using a number 2 pencil, blacken-in those spaces that apply for each of the items 13 and 14.

13. Type of institution for which you are an administrator:

- ☐ Public (under public supervision or control)
- ☐ Private - non-profit (Not under public supervision or control)
- ☐ Proprietary
- ☐ Other ____________________

14. When did you first hear about the 1202 Commissions?

☐ 1½ yrs. ago. ☐ 1 yr. ago. ☐ ½ yr. ago. ☐ This survey was the first time.

Please return questionnaire to: Bernard C. Reinwald
514 N.E. 14th Avenue
Cape Coral, Florida 33904

STATE POSTSECONDARY EDUCATION COMMISSION (1202) QUESTIONNAIRE - No. ________

FLORIDA HOUSE OF REPRESENTATIVES
TALLAHASSEE

HUGH PAUL NUCKOLLS
REPRESENTATIVE, 91ST DISTRICT
P.O. BOX 6631
2263 MAIN STREET
FORT MYERS, FLORIDA 33902

COMMITTEES:
CRIMINAL JUSTICE
EDUCATION
JUDICIARY

November 9, 1973

Dear Educator:

I am writing to request your cooperation and participation in our research project being conducted by Bernard C. Reinwald. The study is concerned with the development of a model of the Postsecondary Education Commissions for the State of Florida.

The study may make a valuable contribution to the oncoming research into the possible establishment of a State Postsecondary Education Commission.

Because the entire population for the study will be small, a high degree of response is necessary, therefore, I am requesting your help on this worthwhile project.

Sincerely,

Hugh Paul Nuckolls

Hugh Paul Nuckolls

HPN/cmb

514 N.E. 14th Avenue
Cape Coral, Florida 33904
November 9, 1973

Dear

The Education Amendments of 1972, a nineteen billion dollar package, have created a great deal of interest and concern. The State Postsecondary Education Commissions (1202 Commissions) are of particular importance to you and our state. This can readily be observed by perusing the enclosed chart.

You, as an educator, are being provided with the rare opportunity of being able to plan ahead for the eventual implementation of this law and the 1202 Commissions. Your opinions on the 1202 Commissions are needed. Participation in this survey will provide the state legislators with an insight as to how postsecondary educators conceive a Florida Postsecondary Education Commission.

This is the first of two questionnaires to be sent out. The Delphi Technique will be used in an effort to arrive at a consensus. Therefore, the results of the first survey will be sent to each administrator returning the completed questionnaire. The second questionnaire will provide each respondent with the opportunity to change his views on the 1202 Commission in light of the results of the initial survey.

Your views on this matter are important and needed; so please take a few minutes to fill-in this short questionnaire. You may be assured that the individual identity of the respondents will be held in confidence and that no reference to the individual respondents will be made in the reports of the study's findings.

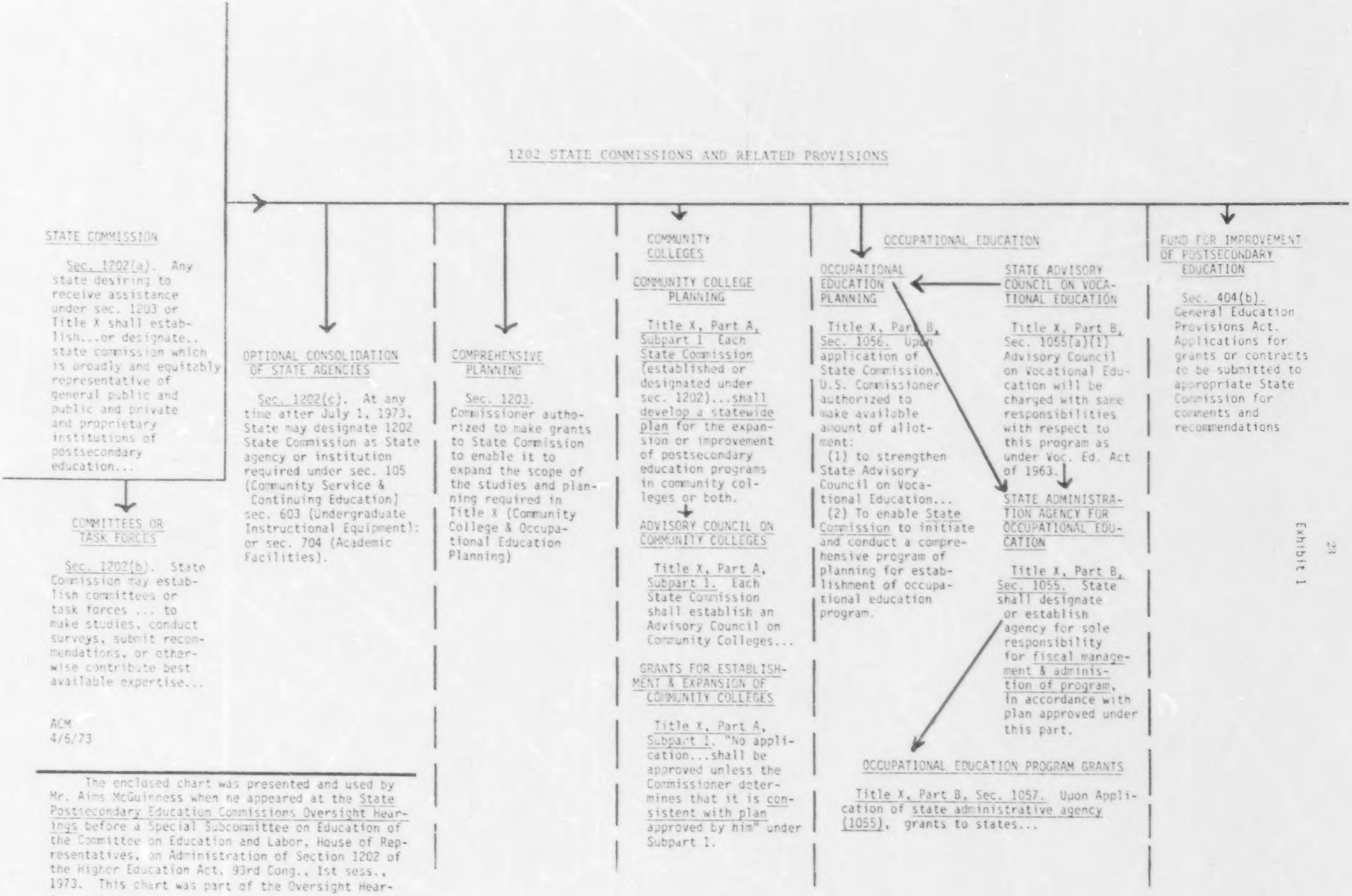
Thank you for your cooperation and please return the questionnaire even if you do not fill it in.

Sincerely yours,

Bernard A. Reinwald

Bernard C. Reinwald

Exhibit 1



1202 STATE COMMISSIONS AND RELATED PROVISIONS

STATE COMMISSION

Sec. 1202(a). Any state desiring to receive assistance under sec. 1203 or Title X shall establish...or designate.. state commission which is broadly and equitably representative of general public and public and private and proprietary institutions of postsecondary education...

COMMITTEES OR TASK FORCES

Sec. 1202(b). State Commission may establish committees or task forces ... to make studies, conduct surveys, submit recommendations, or otherwise contribute best available expertise...

ACM
4/5/73

OPTIONAL CONSOLIDATION OF STATE AGENCIES

Sec. 1202(c). At any time after July 1, 1973, State may designate 1202 State Commission as State agency or institution required under sec. 105 (Community Service & Continuing Education) sec. 603 (Undergraduate Instructional Equipment): or sec. 704 (Academic Facilities).

COMPREHENSIVE PLANNING

Sec. 1203. Commissioner authorized to make grants to State Commission to enable it to expand the scope of the studies and planning required in Title X (Community College & Occupational Education Planning)

COMMUNITY COLLEGES

COMMUNITY COLLEGE PLANNING

Title X, Part A, Subpart 1 Each State Commission (established or designated under sec. 1202)...shall develop a statewide plan for the expansion or improvement of postsecondary education programs in community colleges or both.

ADVISORY COUNCIL ON COMMUNITY COLLEGES

Title X, Part A, Subpart 1. Each State Commission shall establish an Advisory Council on Community Colleges...

GRANTS FOR ESTABLISHMENT & EXPANSION OF COMMUNITY COLLEGES

Title X, Part A, Subpart 1. "No application...shall be approved unless the Commissioner determines that it is consistent with plan approved by him" under Subpart 1.

OCCUPATIONAL EDUCATION

OCCUPATIONAL EDUCATION PLANNING

Title X, Part B, Sec. 1056. Upon application of State Commission, U.S. Commissioner authorized to make available amount of allotment:
(1) to strengthen State Advisory Council on Vocational Education...
(2) To enable State Commission to initiate and conduct a comprehensive program of planning for establishment of occupational education program.

STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

Title X, Part B, Sec. 1055(a)(1) Advisory Council on Vocational Education will be charged with same responsibilities with respect to this program as under Voc. Ed. Act of 1963.

STATE ADMINISTRATION AGENCY FOR OCCUPATIONAL EDUCATION

Title X, Part B, Sec. 1055. State shall designate or establish agency for sole responsibility for fiscal management & administion of program, in accordance with plan approved under this part.

OCCUPATIONAL EDUCATION PROGRAM GRANTS

Title X, Part B, Sec. 1057. Upon Application of state administrative agency (1055), grants to states...

FUND FOR IMPROVEMENT OF POSTSECONDARY EDUCATION

Sec. 404(b). General Education Provisions Act. Applications for grants or contracts to be submitted to appropriate State Commission for comments and recommendations

---

The enclosed chart was presented and used by Mr. Aims McGuinness when he appeared at the State Postsecondary Education Commissions Oversight Hearings before a Special Subcommittee on Education of the Committee on Education and Labor, House of Representatives, on Administration of Section 1202 of the Higher Education Act, 93rd Cong., 1st sess., 1973. This chart was part of the Oversight Hearings Report.

APPENDIX B

THE SECOND SURVEY INSTRUMENT--THE SECOND STATE POSTSECONDARY EDUCATION COMMISSION (1202) QUESTIONNAIRE WITH ACCOMPANYING LETTER

SECOND STATE POSTSECONDARY EDUCATION COMMISSION (1202) QUESTIONNAIRE

This is the second and final questionnaire in our modified Delphi technique to develop a model of the Postsecondary Education Commission for the State of Florida.

Statements having consensus or near consensus responses were not repeated. There was a consensus or near consensus of agreement for all omitted statements with one exception. Statement Number Two (The members of the 1202 Commission should be elected.) had near consensus of disagreement.

Below are listed those statements on which neither near consensus nor consensus was achieved. Each statement is listed along with the usual four response keys (strongly agree, tend to agree, tend to disagree, and strongly disagree). In addition, the measure of central tendency for each carry-over item from our first questionnaire is indicated by a horizontal bar. This shows what the group (median) response was on the first round.

Since consensus is our goal, we are resubmitting these statements for your consideration in light of the group response.

The questionaire should take only a few minutes to complete and return. Please, if possible, complete and return by December 20, 1973.

A very sincere thank you for your cooperation and participation in this research project.

CODE:

SA - Strongly Agree
TA - Tend to Agree
TD - Tend to Disagree
SD - Strongly Disagree

INSTRUCTIONS: Using a number 2 pencil, blacken-in only the one space for each statement that best indicates your level of agreement or disagreement with each of the following six statements.

Each statement from number 1A through 1C is preceded by the phrase: To be "broadly and equitably representative," the proposed 1202 Commission membership should include adequate representation. . . . . . .

		SA	TA	TD	SD
1A.	on the basis of age.	[]	-[]-	[]	[]
B.	of significant ethnic groups in the state.	[]	-[]-	[]	[]
C.	of economic groups in the state. (Identified by law)	[]	-[]-	[]	[]
2.	The members should become full-time, paid employees of the state.	[]	[]	-[]-	[]
3.	The 1202 Commission needs budgetary review authority in cooperation with the state fiscal authority.	[]	-[]-	[]	[]
4.	The 1202 Commission needs program proposal review and approval authority.	[]	-[]-	[]	[]

ECONDARY EDUCATION COMMISSION
2) QUESTIONNAIRE

Below are listed those statements on which neither near consensus nor consensus was achieved. Each statement is listed along with the usual four response keys (strongly agree, tend to agree, tend to disagree, and strongly disagree). In addition, the measure of central tendency for each carry-over item from our first questionnaire is indicated by a horizontal bar. This shows what the group (median) response was on the first round.

Since consensus is our goal, we are resubmitting these statements for your consideration in light of the group response.

The questionaire should take only a few minutes to complete and return. Please, if possible, complete and return by December 20, 1973.

A very sincere thank you for your cooperation and participation in this research project.

- -

INSTRUCTIONS: Using a number 2 pencil, blacken-in only the one space for each statement that best indicates your level of agreement or disagreement with each of the following six statements.

Each statement from number 1A through 1C is preceded by the phrase: To be "broadly and equitably representative," the proposed 1202 Commission membership should include adequate representation. . . . . . .

CODE:

SA - Strongly Agree
TA - Tend to Agree
TD - Tend to Disagree
SD - Strongly Disagree

		SA	TA	TD	SD
1A.	on the basis of age.	[]	−[]−	[]	[]
B.	of significant ethnic groups in the state.	[]	−[]−	[]	[]
C.	of economic groups in the state. (Identified by law)	[]	−[]−	[]	[]
2.	The members should become full-time, paid employees of the state.	[]	[]	−[]−	[]
3.	The 1202 Commission needs budgetary review authority in cooperation with the state fiscal authority.	[]	−[]−	[]	[]
4.	The 1202 Commission needs program proposal review and approval authority.	[]	−[]−	[]	[]
5.	The 1202 Commission should be placed over the existing postsecondary education divisions of the Florida Department of Education as a functional unit.	[]	[]	−[]−	[]
6.	The 1202 Commission should be a state coordinating and planning board of the Florida Department of Education, but with no functional authority. It should be similar to the State Planning Council for Post High School Education of the Florida Department of Education, but it would be more "broadly and equitably representative."	[]	−[]−	[]	[]

Please return questionnaire to: Bernard C. Reinwald
514 N. E. 14th Avenue
Cape Coral, Florida 33904

SECOND STATE POSTSECONDARY EDUCATION COMMISSION (1202) QUESTIONNAIRE - No. ________

FLORIDA HOUSE OF REPRESENTATIVES
TALLAHASSEE

HUGH PAUL NUCKOLLS
REPRESENTATIVE, 91ST DISTRICT
P.O. BOX 6631
2263 MAIN STREET
FORT MYERS, FLORIDA 33902

COMMITTEES:
CRIMINAL JUSTICE
EDUCATION
JUDICIARY

December 5, 1973

Dear Educator:

Thank you for your fine support and high degree of cooperation in the first phase of our research study. I believe that our first survey response has been above average because our post-secondary education administrators appreciate the significance of the Education Amendments of 1972 and the State Postsecondary Education Commission.

I am requesting your continued help and expertise in this worthwhile project during its second and final phase.

Sincerely,

Paul Nuckolls

Hugh Paul Nuckolls

HPN/cmb

APPENDIX C

CORRESPONDENCE

FOLLOW-UP LETTER

514 N.E. 14th Avenue
Cape Coral, Florida 33904
January 9, 1974

Dear

We are currently conducting the second phase of our study of the State Postsecondary Education Commissions (1202 Commissions) and on December 5, 1973, the second questionnaire was sent to your office. Since we have not heard from you, we assume that you have not received it and we are sending you a new one.

The importance of your continued support is emphasized in the attached letter from Representative Hugh Paul Nuckolls.

Realizing and appreciating the unlimited demands upon your time, we have extended the response deadline to January 20, 1974 for your institution.

Thanking you in advance for your help, cooperation, and participation in this survey.

Sincerely yours,

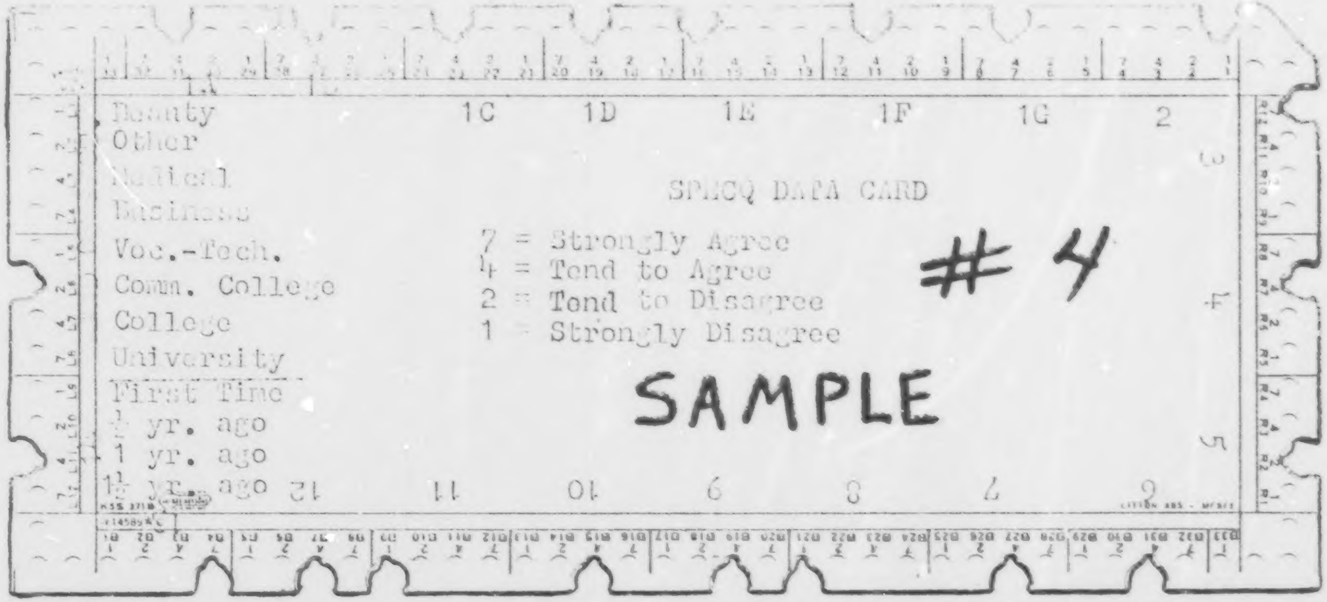
Bernard C. Reinwald

Bernard C. Reinwald

APPENDIX D

THE SPECQ AND SSPECQ DATA CARDS (McBee Keysort Cards) AND SAMPLES OF QUESTIONNAIRES CODED FOR STATISTICAL PROCESSING

THE SPECQ AND SSPECQ DATA CARDS

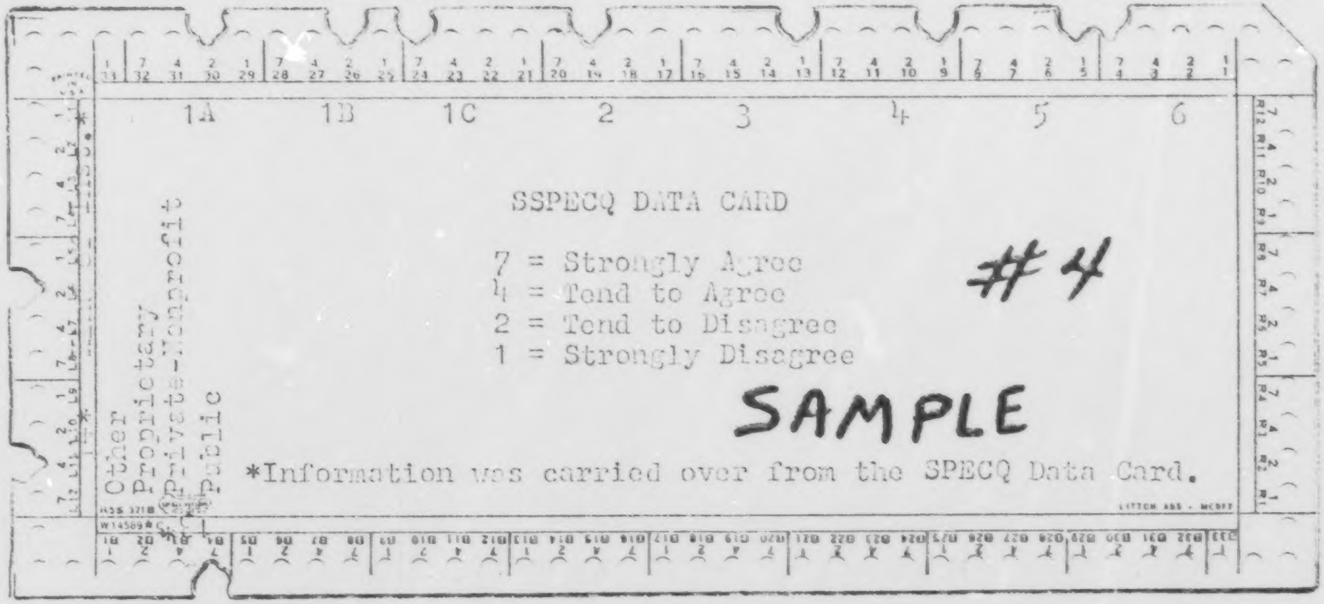

SPECQ DATA CARD

7 = Strongly Agree
4 = Tend to Agree
2 = Tend to Disagree
1 = Strongly Disagree

#4

SAMPLE

1C
1D
1E
1F
1G
2
3
4
5
Beauty
Other
Medical
Business
Voc.-Tech.
Comm. College
College
University
First Time
½ yr. ago
1 yr. ago
1½ yr. ago
12
11
10
6
8
7
9
LITTON ABS - MCBEE


SSPECQ DATA CARD

7 = Strongly Agree
4 = Tend to Agree
2 = Tend to Disagree
1 = Strongly Disagree

#4

SAMPLE

*Information was carried over from the SPECQ Data Card.

1A
1B
1C
2
3
4
5
6
Other
Proprietary
Private-Nonprofit
Public
LITTON ABS - MCBEE

A SAMPLE OF A CODED STATE POSTSECONDARY EDUCATION COMMISSION (1202) QUESTIONNAIRE

CODE:

SA – Strongly Agree
TA – Tend to Agree
TD – Tend to Disagree
SD – Strongly Disagree

INSTRUCTIONS: Using a number 2 pencil, blacken-in only the one space for each statement that best indicates your level of agreement or disagreement with each of the following twelve statements.

Each statement from number 1A through 1G is preceded by the phrase: To be "broadly and equitably representative," the proposed 1202 Commission membership should include adequate representation........

7 4 2 1

		SA	TA	TD	SD
1A.	on the basis of sex.	☐	■	☐	☐
B.	on the basis of age.	☐	■	☐	☐
C.	of significant racial groups in the state.	☐	■	☐	☐
D.	of significant ethnic groups in the state.	☐	■	☐	☐
E.	of economic groups in the state. (Identified by law)	■	☐	☐	☐
F.	of general public representatives. (Including some who are consumers of postsecondary educational services)	☐	■	☐	☐
G.	from public, private nonprofit, and proprietary institutions of postsecondary education in the state.	☐	■	☐	☐
2.	The members of the 1202 Commission should be elected.	☐	☐	☐	■
3.	The members of the 1202 Commission should be appointed.	■	☐	☐	☐
4.	The members should become full-time, paid employees of the state.	☐	■	☐	☐
5.	To implement a unified postsecondary educational philosophy in Florida, the 1202 Commission needs the necessary authority to accomplish its purpose.	☐	☐	■	☐
6.	The 1202 Commission should have coordinative planning authority.	☐	■	☐	☐
7.	The 1202 Commission should be an information gathering and disseminating body.	☐	■	☐	☐
8.	The 1202 Commission needs budgetary review authority in cooperation with the state fiscal authority.	☐	☐	☐	■
9.	The 1202 Commission needs program proposal review and approval authority.	☐	■	☐	☐
10.	If necessary, the Florida Constitution and/or laws should be altered to accommodate the federal law so that the State of Florida could obtain various funds and benefits resulting from the establishment of a "Postsecondary Education Commission" (1202) as outlined in the Education Amendments of 1972.	☐	■	☐	☐
11.	The 1202 Commission should be placed over the existing postsecondary education divisions of the Florida Department of Education as a functional unit.	☐	☐	☐	■
12.	The 1202 Commission should be a state coordinating and planning board of the Florida Department of Education, but with no functional authority. It should be similar to the State Planning Council for Post High School Education of the Florida Department of Education, but it would be more "broadly and equitably representative."	☐	■	☐	☐

	of economic groups in the state. (Identified by law)	■	☐	☐	☐
F.	of general public representatives. (Including some who are consumers of postsecondary educational services)	☐	■	☐	☐
G.	from public, private nonprofit, and proprietary institutions of postsecondary education in the state.	☐	■	☐	☐
2.	The members of the 1202 Commission should be elected.	☐	☐	☐	■
3.	The members of the 1202 Commission should be appointed.	■	☐	☐	☐
4.	The members should become full-time, paid employees of the state.	☐	■	☐	☐
5.	To implement a unified postsecondary educational philosophy in Florida, the 1202 Commission needs the necessary authority to accomplish its purpose.	☐	☐	■	☐
6.	The 1202 Commission should have coordinative planning authority.	☐	■	☐	☐
7.	The 1202 Commission should be an information gathering and disseminating body.	☐	■	☐	☐
8.	The 1202 Commission needs budgetary review authority in cooperation with the state fiscal authority.	☐	☐	☐	■
9.	The 1202 Commission needs program proposal review and approval authority.	☐	■	☐	☐
10.	If necessary, the Florida Constitution and/or laws should be altered to accommodate the federal law so that the State of Florida could obtain various funds and benefits resulting from the establishment of a "Postsecondary Education Commission" (1202) as outlined in the Education Amendments of 1972.	☐	■	☐	☐
11.	The 1202 Commission should be placed over the existing postsecondary education divisions of the Florida Department of Education as a functional unit.	☐	☐	☐	■
12.	The 1202 Commission should be a state coordinating and planning board of the Florida Department of Education, but with no functional authority. It should be similar to the State Planning Council for Post High School Education of the Florida Department of Education, but it would be more "broadly and equitably representative."	☐	■	☐	☐

INSTRUCTIONS: --Using a number 2 pencil, blacken-in those spaces that apply for each of the items 13 and 14.

13. Type of institution for which you are an administrator:

7 ■ Public (under public supervision or control)
4 ☐ Private - non-profit (Not under public supervision or control)
2 ☐ Proprietary
1 ☐ Other ____________

14. When did you first hear about the 1202 Commissions?

☐ 1½ yrs. ago. ■ 1 yr. ago. ☐ ½ yr. ago. ☐ This survey was the first time.

7 4 2 1

Please return questionnaire to: Bernard C. Reinwald
514 N.E. 14th Avenue
Cape Coral, Florida 33904

SAMPLE

STATE POSTSECONDARY EDUCATION COMMISSION (1202) QUESTIONNAIRE - No. 4

A SAMPLE OF A CODED SECOND STATE POSTSECONDARY EDUCATION COMMISSION (1202) QUESTIONNAIRE

This is the second and final questionnaire in our modified Delphi technique to develop a model of the Postsecondary Education Commission for the State of Florida.

Statements having consensus or near consensus responses were not repeated. There was a consensus or near consensus of agreement for all omitted statements with one exception. Statement Number Two (The members of the 1202 Commission should be elected.) had near consensus of disagreement.

Below are listed those statements on which neither near consensus nor consensus was achieved. Each statement is listed along with the usual four response keys (strongly agree, tend to agree, tend to disagree, and strongly disagree). In addition, the measure of central tendency for each carry-over item from our first questionnaire is indicated by a horizontal bar. This shows what the group (median) response was on the first round.

Since consensus is our goal, we are resubmitting these statements for your consideration in light of the group response.

The questionaire should take only a few minutes to complete and return. Please, if possible, complete and return by December 20, 1973.

A very sincere thank you for your cooperation and participation in this research project.

CODE:

SA - Strongly Agree
TA - Tend to Agree
TD - Tend to Disagree
SD - Strongly Disagree

INSTRUCTIONS: Using a number 2 pencil, blacken-in only the one space for each statement that best indicates your level of agreement or disagreement with each of the following six statements.

Each statement from number 1A through 1C is preceded by the phrase: To be "broadly and equitably representative," the proposed 1202 Commission membership should include adequate representation. . . . . .

7421

		SA	TA	TD	SD
1A.	on the basis of age.	[]	−[]−	■	[]
B.	of significant ethnic groups in the state.	[]	−[]−	■	[]
C.	of economic groups in the state. (Identified by law)	■	−[]−	[]	[]
2.	The members should become full-time, paid employees of the state.	[]	■	−[]−	[]
3.	The 1202 Commission needs budgetary review authority in cooperation with the state fiscal authority.	[]	−[]−	[]	■
4.	The 1202 Commission needs program proposal review and approval authority.	[]	−[]−	[]	■

DED SECOND STATE POSTSECONDARY
MISSION (1202) QUESTIONNAIRE

Below are listed those statements on which neither near consensus nor consensus was achieved. Each statement is listed along with the usual four response keys (strongly agree, tend to agree, tend to disagree, and strongly disagree). In addition, the measure of central tendency for each carry-over item from our first questionnaire is indicated by a horizontal bar. This shows what the group (median) response was on the first round.

Since consensus is our goal, we are resubmitting these statements for your consideration in light of the group response.

The questionaire should take only a few minutes to complete and return. Please, if possible, complete and return by December 20, 1973.

A very sincere thank you for your cooperation and participation in this research project.

CODE:

SA - Strongly Agree
TA - Tend to Agree
TD - Tend to Disagree
SD - Strongly Disagree

INSTRUCTIONS: Using a number 2 pencil, blacken-in only the one space for each statement that best indicates your level of agreement or disagreement with each of the following six statements.

Each statement from number 1A through 1C is preceded by the phrase: To be "broadly and equitably representative," the proposed 1202 Commission membership should include adequate representation. . . . . . .

		7 SA	4 TA	2 TD	1 SD
1A.	on the basis of age.	☐	−☐−	■	☐
B.	of significant ethnic groups in the state.	☐	−☐−	■	☐
C.	of economic groups in the state. (Identified by law)	■	−☐−	☐	☐
2.	The members should become full-time, paid employees of the state.	☐	■	−☐−	☐
3.	The 1202 Commission needs budgetary review authority in cooperation with the state fiscal authority.	☐	−☐−	☐	■
4.	The 1202 Commission needs program proposal review and approval authority.	☐	−☐−	☐	■
5.	The 1202 Commission should be placed over the existing postsecondary education divisions of the Florida Department of Education as a functional unit.	☐	☐	−☐−	■
6.	The 1202 Commission should be a state coordinating and planning board of the Florida Department of Education, but with no functional authority. It should be similar to the State Planning Council for Post High School Education of the Florida Department of Education, but it would be more "broadly and equitably representative."	■	−☐−	☐	☐

Please return questionnaire to: Bernard C. Reinwald
514 N. E. 14th Avenue
Cape Coral, Florida 33904

SECOND STATE POSTSECONDARY EDUCATION COMMISSION (1202) QUESTIONNAIRE - No. 4

SAMPLE -

APPENDIX E

SAMPLES OF LETTERS OF INQUIRY ABOUT FEDERAL 1202 COMMISSION LEGISLATION

514 N. E. 14th Avenue
Cape Coral, Florida 33904
September 12, 1973

Mr. Robert Andringa
Assistant to Representative Albert H. Quie
Office of U. S. Representative Albert H. Quie
House of Representatives
U. S. Congress
Washington, D. C. 20202

Dear Sir:

Am currently researching and investigating the (1202) "State Postsecondary Education Commissions" because the topic for my doctoral dissertation is "A Model of the Postsecondary Education Commission for the State of Florida."

Mr. Kenneth Fisher, American Association of Higher Education, indicated that you may be able to provide me with some insights into what the legislators had in mind when they created the 1202 Commissions. Was this Commission to be nothing more than an additional bureaucratic step on the state organizational chart? Or, was this commission to have teeth (authority and responsibility)? How did the legislators perceive the Commission as to its: Legislative or policy-making authority and responsibility? Budgetary authority? Proposal review and approved authority? Information control responsibility and authority (input-output control-----Collect data, e.g., Manpower data; Interpret data, e.g., The efficiency of educational institutions; etc.)? Structure and composition of its membership? Basic fucntions? Basic duties? And finally, its relationship to the state office of education and board of education?

Is there any hope that you can help me obtain copies of the Hearing Reports of the House of Representatives Special Committee on Education and the Senate Education Sub-Committee on the 1202 Commissions?

Any answers, information, commentaries, and suggestions would be appreciated and I thank you for your help and cooperation.

Sincerely yours,

Bernard C. Reinwald

514 N. E. 14th Avenue
Cape Coral, Florida 33904
September 12, 1973

Mr. Christopher T. Cross
Deputy Assistant Secretary
for Legislation (Education)
Department of Health,
Education and Welfare
Washington, D. C. 20202

Dear Mr. Cross:

Am currently researching and investigating the (1202) "State Postsecondary Education Commissions" because the topic for my doctoral dissertation is "A Model of the Postsecondary Education Commission for the State of Florida."

Since you are the top educational lobbyist for DHEW and are very familiar with the "1202 Commissions," I thought I would try to solicit your assistance. I would appreciate information and answers on the following:

> Was a Final Report ever issued after the Preliminary Report of the Task Force on State Postsecondary Education Commissions to the Deputy Commissioner for Higher Education dated November 24, 1972? If there were, how do I obtain a copy?
>
> Have any guidelines been formulated and disseminated on the 1202 Commissions?
>
> Do you know who actually wrote the section on the 1202 Commissions in the "Education Amendments of 1972?"

Do you have any information on the intent of the legislators when they designed the 1202 Commissions? Did your office have to make any legal interpretations of their intentions? (It is very difficult designing a model without knowing what the innovators had in mind when they created the Commissions.)

Do you know of any states that really put themselves out to accommodate the law? (I would like to contact them and find out how they designed their strong commissions.)

Is there any interrelationship between "Education Revenue Sharing" and the 1202 Commissions?

Your answers, commentaries, and suggestions would be appreciated and I thank you for your help and cooperation.

Sincerely yours,

Bernard C. Reinwald

APPENDIX F

SAMPLES OF REPLIES TO LETTERS OF INQUIRY ABOUT FEDERAL 1202 COMMISSION LEGISLATION AND OTHER PERTINENT CORRESPONDENCE

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32304

FLOYD T. CHRISTIAN
COMMISSIONER

December 15, 1972

Dr. John D. Phillips, Chairman
Task Force on State Postsecondary
Education Commissions
c/o Deputy Commissioner for Higher Education
U.S. Office of Education
Room 4025
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Dr. Phillips:

This letter is in response to the letter of December 4 from Deputy Commissioner Joseph P. Cosand transmitting the USOE Issue Paper of November 24, 1972 on State Postsecondary Education Commissions.

The assumptions, issues and proposed answers contained in this Issue Paper have been given careful consideration by representatives of Florida's postsecondary educational institutions to the extent that the severe time constraint would permit.

We appreciate the thorough manner in which the issues involved in implementing this important legislation have been made explicit, and are pleased at the opportunity provided by Dr. Cosand to participate in the process of formulating federal rules and regulations for the Section 1202 State Commissions. The issues are complex and require the most careful attention to the expressed will of Congress as well as to the separate federal and state constitutional prerogatives. Your treatment of these issues indicates a commendable awareness of the sensitivities involved.

It is not to be expected that a first draft or preliminary report will not contain some discrepancies, contradictions, or inconsistences. With this in mind, we offer the following observations and opinions and urge the Task Force to immediately incorporate these recommendations into the guidelines for the federal rules and regulations concerning the 1202 State Commissions. The conceptual errors of the Issue Paper require the most forceful challenge because, as you know, the after-life of such a widely distributed document is persistent.

Issue No. A-1, By whose authority, and under what conditions, are the Section 1202 State Commissions to be established?

> "This language, and parallel language which appears elsewhere in Section 1202, clearly vests the authority to establish the Section 1202 State Commissions with 'the State'."

We endorse this observation but question the following comments concerning the silence of the law on the question of just who or what legal office or body of the State constitutes "the State" for purposes of establishing the 1202 State Commissions and/or appointing the members thereof. This silence is interpreted by the Task Force. No such interpretation is necessary or appropriate. The appointing authority in each state is and must be in accordance with State law respecting the appointment of State boards and commissions, period.

We agree that the law does not permit or authorize any unilateral self-designations by existing postsecondary educational planning, coordinating, or governing units.

The first sentence of the summary statement on page 8 is quite appropriate: "The Section 1202 State Commissions are to be established by 'the State,' in accordance with State law respecting the appointment of State boards and commissions."

Issue No. A-2, By what administrative procedures should the Section 1202 State Commissions be established?

> "It is clear that the Congress did not intend for the State appointing authority to unilaterally establish a Section 1202 Commission, and that the responsibility for validating State compliance with statutory requirements is intended to rest with the U.S. Commissioner of Education."

Both of the above assumptions are unsound and untenable. Congress clearly did intend for the State appointing authority to unilaterally establish a Section 1202 State Commission in accordance with State and Federal law. Section 1202 (A) states "Any State which desires to receive assistance under Section 1203 or Title X shall establish a State Commission..." The remainder of this sentence, "which is broadly and equitably representative of...", requires compliance by the State with Federal law but in no way vests the responsibility for validating State compliance with statutory requirements with the U.S. Commissioner of Education. On the contrary, it is clear that the burden of proof rests with the U.S. Commissioner that a State-designated Section 1202 State Commission is in some way not in conformity with State or Federal law before such designation may be rejected by the U.S. Commissioner. Until such rejection by the U.S. Commissioner, a State-designated Section 1202 State Commission would be entitled to recognition as the State Commission for that State in compliance with Section 1202.

Issue No. A-5, What guidance should be supplied in the Federal rules and regulations to assist the State appointing authority in establishing a Section 1202 State Commission which is "broadly and equitably representative" of the general public and the postsecondary education community, and in supplying the "documented evidence and assurance of compliance" with the representation requirement?

Paragraph (1) dealing with Commission membership as a whole uses the terminology of "adequate" representation without definition. While this terminology is consistent with Section 1202 and is certainly preferable to certain other versions that received brief consideration, the meaning appears to be too vague. We urge the adoption of the same interpretation as expressed in paragraph (3) for educational representatives, i.e., "the proposed Commission membership must include at least one member who is considered by the State appointing authority to be representative on the basis of sex and on the basis of significant racial and ethnic groups in the State." Unless mandated by some statutory requirement of which we are unaware, the "economic" qualification should be omitted on the grounds of vagueness.

We have no question on paragraph (2) but suggest that the question of state legislative members serving as representatives of the general public should be anticipated and either explicitly permitted or explicitly not permitted.

The five suggested components of the State's assurance of compliance with the "broadly and equitably representative" requirement, as outlined on page 18 of the Issue Paper, are appropriate and acceptable with the exception of item (4). A requirement for the state appointing authority to set forth the means by which the State appointing authority "has assured the involvement of all interested parties in the determination of the proposed membership" is an infringement on the decision-making authority and constitutional prerogatives of State appointing authorities. They can read the law. Their actions are subject to challenge on the basis of any lack of conformity with the law. But no Governor or other appointing authority should be asked to document how he arrived at a particular decision or with whom he consulted prior to reaching a decision on any matter.

Issue No. A-6, What guidance should be supplied in the Federal rules and regulations to assist the State Commissions in establishing initial committees or task forces of the Section 1202 State Commissions?

The last sentence of the suggested answer to this issue is totally inconsistent with the previous statements and with acceptable administrative practice. The statement that the "1202 Commission may establish committees or task forces..." is not the same thing as "it would certainly be appropriate for the State appointing authority to establish initial committees and/or task forces which effectively supplement the representation factors included within the Section 1202 Commission membership..." Such action by the State appointing authority would dilute the authority of the 1202 Commission and would make it extremely difficult to maintain a coherent approach to a fulfillment of the Commission's responsibilities.

Issue No. A-7, What provisions should be made in the Federal rules and regulations for review of the decisions made by the State appointing authority and/or the U.S. Commissioner of Education with regard to the establishment of a Section 1202 State Commission?

The suggested response to this question is not objectionable, but it should be recognized that judicial review of decisions concerning establishment of the Section 1202 State Commissions is not contingent on specific provision for such review in the law. The only requirements are a determined plaintiff and a sympathetic court.

The Task Force has in its own words given support at this point for the objection raised herein in relation to Issue No. A-5 concerning documentation of the involvement of interested parties:

> "The Task Force hopes and intends that the requirement for each State appointing authority to assure the involvement of all interested parties..."
>
> "...since it (the law) does direct the States to establish the Commissions,..."

Issue No. B-1, What requirements should be set forth in the rules and regulations with respect to changes in a Section 1202 State Commission's membership subsequent to its initial establishment?

The statement "...and also to indicate the means by which all interested parties have been involved in determining such appointments" is objected to on the grounds previously expressed in regard to Issue No. A-5. The objection is even more strenuous at this point, however, inasmuch as here we are talking about a Commission already established and for which the membership criteria have already been established, and yet the authorized State appointing authority is being asked ex post facto to document the actions and considerations leading to an authorized decision. At this point the burden of proof should clearly rest with the U.S. Commissioner to show that the decision already made is not in conformity with either federal or State law. The power of appointment by the State appointing authority can not be abridged by the U.S. Commissioner. The appointment should be final until and unless the U.S. Commissioner determines that the State has not met the requirements of the law. The State must not be called upon to explain the events leading to its action in advance of any challenge to the action.

Issue No. B-2, How can the various projected activities of the Section 1202 State Commissions be adequately and properly described in the Federal rules and regulations?

While the wording of paragraph (1) on page 23 may be technically not incorrect, the inclusion of the word "coordination" is unfortunate and unnecessary. Presumably, the intent of the paragraph is to indicate that a State may establish a 1202 Commission for the purpose of participating in Title X (Sections 1001 and 1056) without necessarily participating in the Statewide Comprehensive Planning under Section 1203. If such is the intent, the language should be clarified. If such is not the intent, the language should be abandoned.

Issue No. B-5, What guidance should be supplied in the Federal rules and regulations to assist the Section 1202 State Commissions, when established, in meeting such responsibilities as may rest with them under Section 1203 of the Higher Education Act, as amended (Comprehensive Statewide Planning)?

"...the 1203 language clearly authorizes the 1202 Commission to have continuing responsibility for comprehensive Statewide planning for postsecondary education" is correct but not necessarily sufficient. It should be made clear that such responsibility is not necessarily exclusive to nor final with the 1202 Commission. State constitutional requirements and assignments of "final" responsibility in such matters to designated State officials or existing agencies should not bar acceptance of the 1202 Commission as being in compliance with the law. In Florida, the operating funds to support such a separate 1202 Commission must be subject to budgetary control by the constitutional State Board of Education composed of the Governor and six other elected State officials including the (Florida) Commissioner of Education. Similarly, the planning activities and plans developed by the 1202 Commission must be approved by the State Board of Education before being considered by anyone as official actions of the State of Florida. The constitutional investiture of the State Board of Education with such "final" authority is, in our opinion, not a bar to the creation of a separate Section 1202 State Commission in full compliance with both the letter and the spirit of the law.

Please be assured of our good wishes and appreciation for the opportunity of participating in the process of resolving these most difficult matters.

Sincerely,

Floyd T. Christian

Floyd T. Christian

FTC/hc

cc: Governor Reubin O'D. Askew
Dr. Sidney P. Marland
Dr. Joseph P. Cosand
Members of the Florida Congressional Delegation
Members of the Florida State Board of Education
Members of the Florida State Planning Council
for Post High School Education

American Association of Community and Junior Colleges

September 25, 1973

Mr. Bernard C. Reinwald
514 N. E. 14th Avenue
Cape Coral, Florida 33904

Dear Mr. Reinwald:

In response to your inquiry regarding information on the 1202 Commissions, I recommend you contact the following sources.

Oversight hearings were held April 9, 11, and 12, 1973, before the Special Subcommittee on Education of the Committee on Education and Labor (House of Representatives, 93rd Congress). A transcript of the hearings is available from the Government Printing Office, 710 North Capitol Street, Washington, D. C. 20402. This is the most comprehensive source available regarding the 1202 Commissions.

Chancellor Ralph A. Dungan testified July 25, 1973, on behalf of the State Higher Education Executive Officers (SHEEO) and the Education Committee of the States (ECS), to the Subcommittee on Labor and HEW, Senate Committee on Appropriations. A transcript of his testimony may be available from ECS, 300 Lincoln Towers, 1860 Lincoln Street, Denver, Colorado 80203. They may also have additional information and references.

I would also suggest contacting Dr. Marie Martin, Director, Community College Division, U. S. Office of Education, Washington, D. C. 20202, for any information she may have available, or for sources I might have overlooked.

If I can assist you further, please let me know.

Sincerely yours,

Lisabeth B. Horner

Lisabeth B. Horner
Information Assistant

One Dupont Circle / N.W. / Suite 410 / Washington / D.C. 20036 / 202-293-7050

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF THE SECRETARY
WASHINGTON, D.C. 20201

OCT 2 1973

Mr. Bernard C. Reinwald
514 N.E. 14th Avenue
Cape Coral, Florida 33904

Dear Mr. Reinwald:

Your letter of September 12, addressed to Mr. Christopher Cross has come to my attention as I now occupy the position of Deputy Assistant Secretary for Legislation (Education). I will try to answer your questions concerning the status and intent of the legislation concerning the State Postsecondary Education Commissions as authorized in Section 1202 of the Higher Education Act of 1965, as amended.

The Task Force on State Postsecondary Education Commissions did not issue a final report. In the time between the development of the Preliminary Report and the preparation of a revised report, the Presidential Budget for Fiscal Year 1974 was submitted to the congress. That Budget provided almost no functions for the Section 1202 State Commissions to perform. The community service, instructional equipment and academic facilities grant programs were scheduled to be terminated, and no funding was proposed to implement any of the community colleges or occupational education authorities. Furthermore, while the Budget did provide funds to support projects and programs for improvement of postsecondary education, it was our opinion that the implementation of that authority alone did not warrant the establishment of the Commissions at this time.

Under the circumstances, it was determined that we should indefinitely defer plans for distribution of a revised report, and accompanying proposed regulations, and suspend all activity relative to establishment of the Section 1202 State Commissions.

You might also be interested in knowing that the Select Subcommittee on Education of the House Education and Labor Committee held hearings in April on the status of the Section 1202 State Commissions. At the request of the Chairman, the Office of Education sent the Committee a copy of the revised report and proposed regulations for inclusion in the Hearing Report. I have included a copy of that Report for your reference.

Your question concerning actual authorship of the provision could be better answered by the authorizing committees in the Congress which were responsible for the development of the Education Amendments of 1972. You may wish to contact the staff of the House Education and Labor

Committee or the Education Subcommittee of the Senate Committee on Labor and Public Welfare for more information. They could also give you some insight into the intent of the legislators in designing the Commissions. Incidentally, Mr. Cross is now a member of the minority staff of the House Education and Labor Committee.

A number of States took preliminary steps to meet the provisions of Section 1202, but to my knowledge, none has fully implemented the provisions of the law.

The Education Revenue Sharing provisions which have been proposed to date do not impact on postsecondary education so there is no direct interrelationship between revenue sharing and the State Postsecondary Education Commissions. In the sense that both revenue sharing and the Section 1202 provisions seek to better coordinate existing resources, there are, of course, similarities between the two.

I hope that this information will be useful to you in preparing your dissertation.

Sincerely yours,

C. M. Cooke, Jr.
Deputy Assistant Secretary for
Legislation (Education)

Enclosure

FLORIDA HOUSE OF REPRESENTATIVES
TALLAHASSEE

October 2, 1973

Mr. Bernard C. Reinwald
514 N. E. 14th Avenue
Cape Coral, Florida 33904

Dear Mr. Reinwald:

Dr. Goldhagen asked that I respond to your recent letter to him and provide you with the information you requested.

There is an advisory board to the Department of Education which administers certain registration requirements for some colleges and universities.

Dr. C. Wayne Freeberg, Administrator
Board of Independent Colleges and Universities
Department of Education
Tallahassee, Florida 32304

(904) 488-8695

There is no regulatory board for the broad general area of independent post-secondary vocational, technical, trade, and business schools; however, Dr. Freeberg can give a good deal of information on these types of schools in addition to those whose regulation he monitors.

Please feel free to contact us again if we may be of further service.

Cordially,

George H. Meier, Staff
House Education Committee

cc Dr. Phil Goldhagen

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

October 2, 1973

Mr. Bernard C. Reinwald
514 N.E. 14th Avenue
Cape Carol, Florida 33904

Dear Mr. Reinwald:

Assistant Secretary Marland has asked me to thank you for your letter of September 18, concerning the State Postsecondary Education Commissions and Career Education and to share with you our most recent information on those subjects. You indicate that an earlier letter addressed to this office did not receive a reply. I am sorry for this inconvenience, but in checking our files I find no record of a letter from you.

I can best describe the status of the State Postsecondary Education Commissions by giving you the chronology of events which led to the decision to defer activity relative to their establishment. A Task Force was appointed by the Deputy Commissioner for Higher Education and charged with developing a report and regulations for the administration of this provision. The Task Force issued a Preliminary Report on December 4, 1972.

In the time between the development of the Preliminary Report and the preparation of a revised report, the Presidential Budget for FY 1974 was submitted to the Congress. That Budget provided almost no functions for the Section 1202 State Commissions to perform. The community service, instructional equipment and academic facilities grant programs were scheduled to be terminated, and no funding was provided to implement any of the community college or occupational education authorities. Furthermore, while the Budget did provide funds to support projects and programs for improvement of postsecondary education, it was our opinion that the implementation of the improvement of postsecondary education authority alone did not warrant the establishment of the Commissions at this time.

Under the circumstances, it was determined that we should indefinitely defer plans for distribution of a revised report and accompanying proposed regulations and suspend all activity relative to establishment of the Section 1202 State Commissions.

You might be interested to know that the Select Subcommittee on Education of the House Education and Labor Committee held hearings in April on the status of the Section 1202 State Commissions. At the request of the Chairman, the Office of Education sent the Committee a copy of the revised report and proposed regulations for inclusion in the Hearing Report. You may wish to obtain a copy of that Report from the Committee for your reference.

We know that a number of States took preliminary steps to meet the provisions of Section 1202, but according to our records, none have fully implemented the provisions of the law.

You also requested a citation on a quote from Assistant Secretary Marland on Career Education. The publication "Career Education Now" includes a speech given by Dr. Marland on January 23, 1971, when he was U.S. Commissioner of Education. In speaking before the 1971 Convention of the National Association of Secondary School Principals in Houston, Texas, he made the statement you quoted. I have included a copy of that speech for your reference.

I hope this information will be useful to you.

Sincerely,

Sheila Platoff

Sheila Platoff
Program Specialist
Office of the Deputy Commissioner
for Higher Education

Enclosure

INDEPENDENT COLLEGES and UNIVERSITIES of FLORIDA Inc.

10

A DECADE OF
ADVANCEMENT FOR
INDEPENDENT
HIGHER EDUCATION

BARRY COLLEGE
Miami

BETHUNE-COOKMAN COLLEGE
Daytona Beach

BISCAYNE COLLEGE
Miami

ECKERD COLLEGE
St. Petersburg

EMBRY-RIDDLE AERONAUTICAL UNIVERSITY
Daytona Beach

FLORIDA INSTITUTE OF TECHNOLOGY
Melbourne

FLORIDA MEMORIAL COLLEGE
Miami

FLORIDA SOUTHERN COLLEGE
Lakeland

JACKSONVILLE UNIVERSITY
Jacksonville

NEW COLLEGE
Sarasota

NOVA UNIVERSITY
Ft. Lauderdale

PALM BEACH ATLANTIC COLLEGE
West Palm Beach

ROLLINS COLLEGE
Winter Park

SAINT LEO COLLEGE
Saint Leo

STETSON UNIVERSITY
DeLand

UNIVERSITY OF MIAMI
Coral Gables

UNIVERSITY OF TAMPA
Tampa

October 4, 1973

Mr. Bernard C. Reinwald
514 N.E. 14th Avenue
Cape Coral, Florida 33904

Dear Mr. Reinwald:

Our service to higher education includes only the degree-granting accredited institutions of higher learning.

A list of these, and their presidents is enclosed. I have no comprehensive information on the community colleges, or the proprietary schools.

Have you been in touch with Dr. Wayne Freeburg, executive director for the State Board of Independent Colleges? This is the licensing agency. His address is: Dr. Wayne C. Freeburg, Executive Director, State Board of Independent Colleges and Universities, The Capitol, Tallahassee, Florida, 32304.

Dr. Clinton Hamilton of the Florida Association of Colleges and Universities could undoubtedly help with the community colleges.

Cordially,

George Russell

George P. Russell
Executive Secretary

GPR:js
Enclosure

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October 17, 1973

Mr. Bernard C. Reinwald
514 N.E. 14th Avenue
Cape Coral, Florida 33904

Dear Mr. Reinwald:

You have posed in your letter of September 12 enough questions to keep one busy for days! As you know, the intent of the 1202 Commissions, let alone any items about the questions you posed, has been debated up and down.

Enclosed is a set of hearings on this issue, which will give you much of the background you need. Another graduate student who became one of the more knowledgeable individuals on this issue is Mr. Aimes McGuinness. Aimes has just recently moved to Syracuse, New York to pursue a doctorate in education. His old address is: University of Maine, 228 Deering Avenue, Portland, Maine 04102.

The House bill did not include State Commissions. The concept behind Section 1202 was created in the Conference Committee, but was based some extent on provisions on the Senate-passed bill. You might wish to contact Mr. Steve Wexler, Counsel, Senate Subcommittee on Education, Room 4228, Dirksen Office Building, Washington, D.C. 20510, in that regard.

In addition to the hearings, which include two HEW Task Force Reports, I am enclosing a copy of the relevant pages of the Conference Committee Report.

With hopes that this will be useful to you, I am

Sincerely yours,

R. Andringa

Robert C. Andringa
Minority Staff Director

Enclosures

Education Commission of the States
300 LINCOLN TOWER • 1860 LINCOLN STREET
DENVER, COLORADO 80203 • (303) 893-5200

October 18, 1973

Dr. Bernard C. Reinwald
514 N.E. 14th Avenue
Cape Coral, Florida 33904

Dear Dr. Reinwald:

I apologize for the delay in answering your letters of late-September and early-October. The last two or three weeks have been extraordinarily hectic and I am afraid I am behind in my correspondence.

Let me see if I can briefly answer the questions that you raised. After the issue paper of November 24 was circulated a series of some 400 or 500 responses came in. The issue paper, and the guidelines, were extensively revised but were never released. It was in relation to the failure to release these papers that Congressman O'Hara held his committee hearings in the early summer. They have been held up indefinitely on the grounds that, since the Administration had no intention of asking for funding for the programs related to the postsecondary education commissions, to release the guidelines would be misleading. There may well be other reasons in fact behind this.

In spite of Congressman O'Hara's hearings, resolutions by the National Governors' Conference, the National Legislative Conference and the Education Commission of the States to date the Department of Health, Education and Welfare has been unwilling to release them at all. However, in the proceedings of the hearings Congressman O'Hara held he has published the revised issue paper and guidelines. I am sure you can get this from his committee. You might write to Jim Harrison in Congressman O'Hara's office.

At the time of the O'Hara committee hearings, Dr. Warren Hill, Chancellor of Higher Education in Connecticut, testified for the Education Commission of the States and the State Higher Education Executive Officers. I am enclosing a copy of that testimony. As you have requested, I am also enclosing a copy of the testimony of Chancellor Dungan. However, that testimony (as you may well know) was before the Senate Appropriations Committee and not primarily related to the question of the release of guidelines but to the question of funding for the postsecondary education commissions.

The Ottina letter that you referred to was a letter that went [illegible]t which indicated that the U.S. Office would not be releasing the guidelines in the foreseeable future.

We have done a survey of the states in relation to steps that they have taken in relation to 1202 commissions. You will find that some states have adopted legislation and in others the governor has designated 1202 commissions by executive order. I am enclosing a copy of that survey.

As far as congressional intent is concerned, this is a somewhat mixed bag of tricks. I am not surprised that you have not received answers from congress. There are a couple of people working on the history of the Education Amendments of 1972 who might be able to shed some light on this issue. Larry Gladieux, with the College Entrance Examination Board in Washington, is one of these.

There is a paper in existence by Aims McGuinness, who is, I believe, assistant to the chancellor of the University of Maine, on the history of the 1202 commissions issue. While there are some aspects of Aims' paper that I have some question about it at least would furnish some light. This also was included in the proceedings of the O'Hara committee. If you are not able to attain a copy of the proceedings I think you should be able to if you write directly to Aims. He is currently on leave from the University of Maine and is a doctoral candidate at Syracuse University, I believe. His address is D-1, Apartment 2, Old Slocum Heights, Syracuse, New York 13210.

The difficulty with finding good models of the 1202 commission is that by the nature of the case the particular structure and mode of designating or setting up such commissions--even in those some 17 states where they have been designated--is the difference in the structures of the states. The New Mexico law is a rather good one and you may want to take a look at it. I think you can get a copy by writing to Dr. William McConnell at the New Mexico Board of Educational Finance. His address is as follows: Legislative-Executive Building, Room 201, Santa Fe, New Mexico 87501.

Of the gubernatorial designated commissions one of the most interesting is the Oregon Coordinating Commission. You may be able to get information on it by writing to Dr. Floyd Sterns. His address is 4263 Commercial Street, S.E., Salem, Oregon 97310 and his title is the executive director.

I hope this will be helpful.

Cordially,

Richard M. Millard

Richard M. Millard, Director
Higher Education Services

RMM:mb

STATE BOARD OF INDEPENDENT COLLEGES AND UNIVERSITIES
Department of Education
State of Florida
Tallahassee, Florida 32304

December 7, 1973

Mr. Bernard C. Reinwald
514 N. E. 14th Avenue
Cape Coral, Florida 33904

Dear Mr. Reinwald:

Thank you for your letter of October 5 requesting a list of postsecondary vocational proprietary schools in Florida. I wish to apologize sincerely for the delay in responding, due to our extremely small staff being faced with a backlog of work, and I hope you have not been severely inconvenienced by the time factor involved.

I have contacted the Bureau of Apprenticeship of the Department of Commerce on your behalf, and they are mailing directly to you a directory of private schools offering vocational courses approved for veterans. This will give you the most complete list of such schools that I believe has been compiled, and I am sure you will find it very helpful.

Again, please accept my apologies for the delay.

Sincerely,

Sandra Knight

(Mrs.) Sandra Knight
Administrative Assistant

aa

Douglas Stenstrom · *Chairman* · *Sanford*
Sister Dorothy Browne, O.P. · *Vice Chairman* · *Miami*
C. Wayne Freeberg · *Executive Director* · *Tallahassee*
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Clinton D. Hamilton · *Fort Lauderdale*
Jerome P. Keuper · *Melbourne*
William F. Kornegay · *Daytona Beach*
Robert H. Spiro · *Jacksonville*

APPENDIX G

SAMPLES OF REPLIES TO LETTERS OF INQUIRY ABOUT OTHER STATES' ACTIONS ON THE 1202 COMMISSIONS

Regents of Education

State of South Dakota
State Capitol Pierre, South Dakota 57501
(605) 224-3455

Commissioner of Higher Education
DR. RICHARD D. GIBB

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JOHN E. (MATT) SUTTON, JR., AGAR

October 3, 1973

Mr. Bernard C. Reinwald
514 N. E. 14th Avenue
Cape Coral, Florida 33904

Dear Mr. Reinwald:

Thank you for your letter of September 26, 1973.

I don't remember what Nancy Berve's information showed about the reorganization of state government within South Dakota, but it is somewhat different from what your letter indicates. Sixteen new departments were created (not six) and one of these was a Department of Education and Cultural Affairs. Inasmuch as the South Dakota Board of Regents is a constitutional board, the new department of education has no statutory responsibility for higher education, but it is expected that it will serve to assist in the coordination between higher education, vocational education, and elementary and secondary education. I think that is a worthwhile objective. The new department has a board with membership set up specifically to meet the requirements of the 1202 Commission. As reorganization is contemplated, I had an opportunity to make recommendations to the Committee for Reorganization, and I suggested that they should create the board so that it could meet the 1202 requirements whether a 1202 Commission was ever officially "funded" or not. The board has representation from public higher education, private higher education, proprietary higher education, vocational education, elementary and secondary education, as well as other lay representation.

Sincerely,

Richard D. Gibb
COMMISSIONER OF HIGHER EDUCATION

RDG:bdm

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FLOYD K. STEARNS
Executive Director

October 30, 1973

Mr. Bernard C. Reinwald
514 N.E. 14th Avenue
Cape Coral, Florida 33904

Dear Mr. Reinwald:

Enclosed is a copy of the Executive Order issued by Governor McCall designating the Educational Coordinating Council the State Post-Secondary Education Commission (1202 Commission).

The Council has implemented the post-secondary education commission concept in Oregon in two areas. First, the Council is in the process of developing a comprehensive planning process for post-secondary education. Second, the Council has asked that the Fund for the Improvement of Post-Secondary Education solicit comments from it regarding the proposals receiving serious consideration for funding prior to their approval, as required in the Education Amendments of 1972.

I have resigned my position as Director of the Council. If you need additional information, please contact George L. Mitton. George will serve as Acting Director until a replacement for me is named by the Council.

Sincerely,

Floyd K. Stearns

Floyd K. Stearns
Executive Director

FKS:js
Enclosure

APPENDIX H

TABLES

Table 6

A Breakdown of SPECQ Respondents Grouped According to Public, Private--Nonprofit and Proprietary, and Other Categories by Familiarity with 1202 Commissions

Type of Institution	Length of Time Acquainted with 1202 Commissions				Totals
	1½ yrs.	1 yr.	½ yr.	SPECQ First Time	
Public	12	12	4	11	39
Private, Nonprofit	4	5	3	5	17
Private, Proprietary	1	1	2	6	10
Other*				1	1
Totals	17	18	9	23	67

*One respondent classified his institution as "Other."

Table 7

A Percentage Breakdown of SPECQ Respondents Grouped According to Public, Private--Nonprofit and Proprietary, and Other Categories by Familiarity with 1202 Commissions

Type of Institution	Length of Time Acquainted with 1202 Commissions				Totals
	1½ yrs.	1 yr.	½ yr.	SPECQ First Time	
Public	17.9	17.9	6.0	16.4	58.2
Private, Nonprofit	6.0	7.5	4.5	7.5	25.5
Private, Proprietary	1.5	1.5	2.9	8.9	14.8
Other*				1.5	1.5
Totals	25.4	26.9	13.4	34.3	100.0

*One respondent classified his institution as "Other."

Table 8

A Breakdown of SPECQ Respondents According to Type of Education Institution and Familiarity with 1202 Commissions

Type of Institution	Length of Time Acquainted with 1202 Commissions				Total and Number Returned
	1½ yrs.	1 yr.	½ yr.	SPECQ First Time	
Public State Universities	2	4		1	7
Public Community and Junior Colleges	10	8	2	1	21
Public Area Vocational-Technical Centers			2	9	11
Private Junior Colleges, Colleges, and Universities	3	5	3	3	14
Private Business Schools	2		1	3	6
Private Correspondence Schools				1	1
Private Vocational Schools-Various Other Types				3	3
Public and Private Medical Institutions				2	2
Private Beauty and Barber Schools		1	1		2
Totals	17	18	9	23	67

Table 9

A Percentage Breakdown of SPECQ Respondents According to Type of Education Institution and Familiarity with 1202 Commission

Type of Institution	Length of Time Acquainted with 1202 Commissions 1½ yrs.	1 yr.	½ yr.	SPECQ First Time	Totals
Public State Universities	3.0	6.0		1.5	10.5
Public Community and Junior Colleges	14.9	11.9	3.0	1.5	31.3
Public Area Vocational-Technical Centers			3.0	13.4	16.4
Private Junior Colleges, Colleges, and Universities	4.5	7.5	4.5	4.5	21.0
Private Business Schools	3.0		1.5	4.5	9.0
Private Correspondence Schools				1.4	1.4
Private Vocational Schools-Various Other Types				4.5	4.5
Public and Private Medical Institutions				3.0	3.0
Private Beauty and Barber Schools		1.5	1.4		2.9
Totals	25.4	26.9	13.4	34.3	100.0

Table 10

A Summary of the Responses to Each of the Eighteen Statements, 1A through 12, on the SPECQ

Statement Number	Strongly Agree	Tend to Agree	Tend to Disagree	Strongly Disagree	Sub-Totals	No Comment*	Totals
1A	29	27	5	5	66	1	67
B	17	26	14	9	66	1	67
C	30	26	8	2	66	1	67
D	18	29	17	2	66	1	67
E	19	29	15	2	65	2	67
F	34	27	2	1	64	3	67
G	47	19	1	0	67	0	67
2	6	2	21	37	66	1	67
3	35	24	2	6	67	0	67
4	9	11	19	27	66	1	67
5	30	22	8	5	65	2	67
6	26	35	5	1	67	0	67
7	24	31	8	3	66	1	67
8	15	28	15	9	67	0	67
9	20	24	13	5	62	5	67
10	33	23	8	1	65	2	67
11	10	15	18	24	67	0	67
12	12	28	15	9	64	3	67

*Items not completed by the respondents.

Table 11

A Percentage Breakdown of the Responses to Each of the Eighteen Statements, 1A through 12, on the SPECQ*

Statement Number	Strongly Agree	Tend to Agree	Tend to Disagree	Strongly Disagree	Totals
1A	43.9	40.9	7.6	7.6	100.0
B	25.8	39.4	21.2	13.6	100.0
C	45.5	39.4	12.1	3.0	100.0
D	27.3	43.9	25.8	3.0	100.0
E	29.2	44.6	23.1	3.1	100.0
F	53.1	42.2	3.1	1.6	100.0
G	70.1	28.4	1.5	0	100.0
2	9.1	3.0	31.8	56.1	100.0
3	52.2	35.8	3.0	9.0	100.0
4	13.6	16.7	28.8	40.9	100.0
5	46.2	33.8	12.3	7.7	100.0
6	38.8	52.2	7.5	1.5	100.0
7	36.4	47.0	12.1	4.5	100.0
8	22.4	41.8	22.4	13.4	100.0
9	32.2	38.7	21.0	8.1	100.0
10	50.8	35.4	12.3	1.5	100.0
11	14.9	22.4	26.9	35.8	100.0
12	18.8	43.7	23.4	14.1	100.0

*Percentages are based upon actual number of responses. See Sub-Totals column in Table 10. Items not completed by respondents were not included in the percentage calculations.

Table 12

A Summary of the Unitary Agree and Disagree Responses to Each of the Eighteen Statements, 1A through 12, on the SPECQ and a Percentage Breakdown of These Responses

Statement Number	Unitary Agree Responses*	Unitary Disagree Responses**	Totals***	Per cent of Agree Responses✓	Per cent of Disagree Responses✓✓	Totals
1A	56	10	66	84.8	15.2	100.0
B	43	23	66	65.2	34.8	100.0
C	56	10	66	84.9	15.1	100.0
D	47	19	66	71.2	28.8	100.0
E	48	17	65	73.8	26.2	100.0
F	61	3	64	95.3	4.7	100.0
G	66	1	67	98.5	1.5	100.0
2	8	58	66	12.1	87.9	100.0
3	59	8	67	88.0	12.0	100.0
4	20	46	66	30.3	69.7	100.0
5	52	13	65	80.0	20.0	100.0
6	61	6	67	91.0	9.0	100.0
7	55	11	66	83.4	16.6	100.0
8	43	24	67	64.2	35.8	100.0
9	44	18	62	70.9	29.1	100.0
10	56	9	65	86.2	13.8	100.0
11	25	42	67	37.3	62.7	100.0
12	40	24	64	62.5	37.5	100.0

*Sum of Strongly Agree and Tend to Agree columns in Table 10.

**Sum of Tend to Disagree and Strongly Disagree columns in Table 10.

***Equals Sub-Totals column in Table 10.

✓Sum of Strongly Agree and Tend to Agree columns in Table 11.

✓✓Sum of Tend to Disagree and Strongly Disagree columns in Table 11.

Table 13

A Summary of the Responses to Each of the Eight Statements, 1A through 6, on the SSPECQ

Statement Number	Strongly Agree	Tend to Agree	Tend to Disagree	Strongly Disagree	Sub-totals	No Comment*	Totals
1A	14	25	17	5	61	0	61
B	20	30	11	0	61	0	61
C	21	28	8	2	59	2	61
2	9	9	13	30	61	0	61
3	19	15	17	10	61	0	61
4	19	18	14	9	60	1	61
5	11	7	21	22	61	0	61
6	22	21	10	8	61	0	61

*Items not completed by the respondents.

Table 14

A Percentage Breakdown of the Responses to Each of the Eight Statements, 1A through 6, on the SSPECQ*

Statement Number	Strongly Agree	Tend to Agree	Tend to Disagree	Strongly Disagree	Totals
1A	22.9	41.0	27.9	8.2	100.0
B	32.8	49.2	18.0	0	100.0
C	35.6	47.4	13.6	3.4	100.0
2	14.8	14.7	21.3	49.2	100.0
3	31.1	24.6	27.9	16.4	100.0
4	31.7	30.0	23.3	15.0	100.0
5	18.0	11.5	34.4	36.1	100.0
6	36.1	34.4	16.4	13.1	100.0

*Percentages are based upon actual number of responses. See Sub-Totals column in Table 13. Items not completed by respondents were not included in the percentage calculations.

Table 15

A Summary of the Unitary Agree and Disagree Responses to Each of the Eight Statements, 1A through 6, on the SSPECQ and a Percentage Breakdown of These Responses

Statement Number	Unitary Agree Responses	Unitary Disagree Responses**	Totals***	Per cent of Agree Responses ✓	Per cent of Disagree Responses ✓✓	Totals
1A	39	22	61	63.9	36.1	100.0
B	50	11	61	82.0	18.0	100.0
C	49	10	59	83.0	17.0	100.0
2	18	43	61	29.5	70.5	100.0
3	34	27	61	55.7	44.3	100.0
4	37	23	60	61.7	38.3	100.0
5	18	43	61	29.5	70.5	100.0
6	43	18	61	70.5	29.5	100.0

*Sum of Strongly Agree and Tend to Agree columns in Table 13.
**Sum of Tend to Disagree and Strongly Disagree columns in Table 13.
***Equals Sub-Totals column in Table 13.
✓ Sum of Strongly Agree and Tend to Agree columns in Table 14.
✓✓ Sum of Tend to Disagree and Strongly Disagree columns in Table 14.

Table 16

A Breakdown of SSPECQ Respondents Grouped According to Public, Private-Nonprofit and Proprietary, and Other Categories by Familiarity with 1202 Commissions

Type of Institutions	Length of Time Acquainted with 1202 Commissions				Totals
	1½ yrs.	1 yr.	½ yr.	SPECQ First Time	
Public	12	11	4	11	38
Private, Nonprofit	3	4	2	5	14
Private, Proprietary	1	1	2	4	8
Other*				1	1
Totals	16	16	8	21	61

*One respondent classified his institution as "Other."

Table 17

A Percentage Breakdown of SSPECQ Respondents Grouped According to Public, Private--Nonprofit and Proprietary, and Other Categories by Familiarity with 1202 Commissions

Type of Institution	Length of Time Acquainted with 1202 Commissions				Totals
	1½ yrs.	1 yr.	½ yr.	SPECQ First Time	
Public	19.7	18.0	6.6	18.0	62.3
Private, Nonprofit	4.9	6.6	3.3	8.3	23.1
Private, Proprietary	1.6	1.6	3.2	6.6	13.0
Other*				1.6	1.6
Totals	26.2	26.2	13.1	34.5	100.0

*One Respondent classified his institution as "Other."

Table 18

A Breakdown of SSPECQ Respondents According to Type of Education Institution and Familiarity with 1202 Commissions

Type of Institution	Length of Time Acquainted with 1202 Commissions				Total and Number Returned
	1½ yrs.	1 yr.	½ yr.	SPECQ First Time	
Public State Universities	2	4		1	7
Public Community and Junior Colleges	10	7	2	1	20
Public Area Vocational-Technical Centers			2	9	11
Private Junior Colleges, Colleges, and Universities	2	4	2	3	11
Private Business Schools	2		1	2	5
Private Correspondence Schools				1	1
Private Vocational Schools-Various Other Types				2	2
Public and Private Medical Institutions				2	2
Private Beauty and Barber Schools		1	1		2
Totals	16	16	8	21	61

Table 19

A Percentage Breakdown of SSPECQ Respondents According to Type of Education Institution and Familiarity with 1202 Commissions

Type of Institution	Length of Time Acquainted with 1202 Commissions				Totals
	1½ yrs.	1 yr.	½ yr.	SPECQ First Time	
Public State Universities	3.3	6.6		1.6	11.5
Public Community and Junior Colleges	16.4	11.5	3.3	1.6	32.8
Public Area Vocational-Technical Centers			3.3	14.8	18.1
Private Junior Colleges, Colleges, and Universities	3.3	6.5	3.3	5.0	18.1
Private Business Schools	3.2		1.6	3.3	8.1
Private Correspondence Schools				1.6	1.6
Private Vocational Schools-Various Other Types				3.3	3.3
Public and Private Medical Institutions				3.3	3.3
Private Beauty and Barber Schools		1.6	1.6		3.2
Totals	26.2	26.2	13.1	34.5	100.0

Table 20

A Summary of Expert⊙ Responses to Each of the Eight Statements, 1A through 6, on the SSPECQ

Statement Number	Strongly Agree	Tend to Agree	Tend to Disagree	Strongly Disagree	Sub-Totals	No Comment*	Totals
1A	6	15	7	4	32	0	32
B	9	17	6	0	32	0	32
C	10	15	4	2	31	1	32
2	1	3	7	21	32	0	32
3	5	8	11	8	32	0	32
4	7	10	9	6	32	0	32
5	2	1	14	15	32	0	32
6	11	13	4	4	32	0	32

*Items not completed by the respondents.

⊙Respondents with one to one and one-half years familiarity with 1202 Commissions.

Table 21

A Percentage Breakdown of the Expert⊙ Responses to Each of the Eight Statements, 1A through 6, on the SSPECQ*

Statement Number	Strongly Agree	Tend to Agree	Tend to Disagree	Strongly Disagree	Totals
1A	18.8	46.8	21.9	12.5	100.0
B	28.1	53.1	18.8	0	100.0
C	32.2	48.4	12.9	6.5	100.0
2	3.1	9.4	21.9	65.6	100.0
3	15.6	25.0	34.4	25.0	100.0
4	21.9	31.2	28.1	18.8	100.0
5	6.3	3.1	43.7	46.9	100.0
6	34.4	40.6	12.5	12.5	100.0

*Percentages are based upon actual number of responses. See Sub-Totals column in Table 20. Items not completed by respondents were not included in the percentage calculations.

⊙Respondents with one to one and one-half years familiarity with 1202 Commissions.

Table 22

A Summary of the Expert⊙ Unitary Agree and Disagree Responses to Each of the Eight Statements, 1A through 6, on the SSPECQ and a Percentage Breakdown of These Responses

Statement Number	Unitary Agree Responses*	Unitary Disagree Responses**	Totals***	Per cent of Agree Responses✓	Per cent of Disagree Responses✓✓	Totals
1A	21	11	32	65.6	34.4	100.0
B	26	6	32	81.2	18.8	100.0
C	25	6	31	80.6	19.4	100.0
2	4	28	32	12.5	87.5	100.0
3	13	19	32	40.6	59.4	100.0
4	17	15	32	53.1	46.9	100.0
5	3	29	32	9.4	90.6	100.0
6	24	8	32	75.0	25.0	100.0

*Sum of Strongly Agree and Tend to Agree columns in Table 20.

**Sum of Tend to Disagree and Strongly Disagree columns in Table 20.

***Equals Sub-Totals column in Table 20.

✓Sum of Strongly Agree and Tend to Agree columns in Table 21.

✓✓Sum of Tend to Disagree and Strongly Disagree columns in Table 21.

⊙Respondents with one to one and one-half years familiarity with 1202 Commissions.

Table 26

A Percentage Breakdown of the Unitary Agree and Disagree Responses
of the Various Types of Educational Institutions
to Items 1B, 8, and 9 on the SPECQ

Type and No. of Institutions Responding	Item 1B % of Unitary Agree	(Age) Responses Disagree	Item 8 % of Unitary Agree	(Budgetary) Responses Disagree	Item 9 % of Unitary Agree	(Program) Responses Disagree
Public State Universities-7	71.4	28.6	71.4	28.6	71.4	28.6
Public Community and Junior Colleges-23	59.1(22)	40.9(22)	39.1	60.9	57.1(21)	42.9(21)
Public Area Vocational-Technical Centers-11	90.9	9.1	72.7	27.3	80.0(10)	20.0(10)
Private Junior Colleges, Colleges, and Universities-12	58.3	41.7	66.7	33.3	72.7(11)	27.3(11)
Private Business Schools-6	33.3	66.7	100.0	0	83.3	16.7
Private Correspondence Schools-1	100.0	0	100.0	0	100.0	0
Private Vocational Schools-Various Other Types-3	66.7	33.3	66.7	33.3	50.0(2)	50.0(2)
Public and Private Medical Institutions-2	50.0	50.0	100.0	0	100.0	0
Private Beauty and Barber Schools-2	100.0	0	100.0	0	100.0	0

NOTE: Numbers in parentheses represent response bases different from the total number of respondents. In all situations, this was due to items not answered.

Table 27

A Percentage Breakdown of the Unitary Agree and Disagree Responses of the Various Types of Educational Institutions to Items 1A, 3, and 4 on the SSPECQ

Type and No. of Universities Responding	Item 1A % of Unitary Agree	(Age) Responses Disagree	Item 3 % of Unitary Agree	(Budgetary) Responses Disagree	Item 4 % of Unitary Agree	(Program) Responses Disagree
Public State Universities-7	57.1	42.9	28.6	71.4	42.9	57.1
Public Community and Junior Colleges-22	68.2	31.8	31.8	68.2	36.4	63.6
Public Area Vocational-Technical Centers-11	72.7	27.3	54.5	45.5	72.7	27.3
Private Junior Colleges, Colleges, and Universities-9	44.4	55.6	77.8	22.2	77.8	22.2
Private Business Schools-5	40.0	60.0	100.0	0	100.0(4)	0(4)
Private Correspondence Schools-1	100.0	0	100.0	0	100.0	0
Private Vocational Schools-Various Other Types-2	100.0	0	100.0	0	100.0	0
Public and Private Medical Institutions-2	50.0	50.0	100.0	0	100.0	0
Private Beauty and Barber Schools-2	100.0	0	100.0	0	100.0	0

NOTE: Numbers in parentheses represent response bases different from the total number of respondents. In all situations, this was due to items not answered.

Table 28

A Percentage Breakdown of the Unitary Agree and Disagree Responses of Public, Private--Nonprofit, Proprietary, and Other Categories to Items 1B, 8, and 9 on the SPECQ

Type and No. of Institutions Responding	Item 1B (Age) % of Unitary Responses Agree	Item 1B (Age) % of Unitary Responses Disagree	Item 8 (Budgetary) % of Unitary Responses Agree	Item 8 (Budgetary) % of Unitary Responses Disagree	Item 9 (Program) % of Unitary Responses Agree	Item 9 (Program) % of Unitary Responses Disagree
Public-39	71.1(38)	28.9(38)	51.3	48.7	66.7(36)	33.3(36)
Private, Nonprofit-17	52.9	47.1	76.5	23.5	75.0(16)	25.0(16)
Private, Proprietary-10	70.0	30.0	90.0	10.0	77.8(9)	22.2(9)
Other-1	0	100.0	100.0	0	100.0	0

Table 29

A Percentage Breakdown of the Unitary Agree and Disagree Responses of Public, Private--Nonprofit, Proprietary, and Other Categories to Items 1A, 3, and 4 on the SSPECQ

Type and No. of Institutions Responding	Item 1A (Age) % of Unitary Responses Agree	Item 1A (Age) % of Unitary Responses Disagree	Item 3 (Budgetary) % of Unitary Responses Agree	Item 3 (Budgetary) % of Unitary Responses Disagree	Item 4 (Program) % of Unitary Responses Agree	Item 4 (Program) % of Unitary Responses Disagree
Public-38	71.1	28.9	34.2	65.8	47.4	52.6
Private, Nonprofit-14	28.6	71.4	85.7	14.3	78.6	21.4
Private, Proprietary-8	87.5	12.5	100.0	0	100.0(7)	0(7)
Other-1	100.0	0	100.0	0	100.0	0

NOTE: Numbers in parentheses represent response bases different from the total number of respondents. In all situations, this was due to items not answered.

APPENDIX I

SECTION 1202 OF THE EDUCATION AMENDMENTS OF 1972

(d) The amendments made by this section shall be effective after June 30, 1971. Effective date.

PART L—POSTSECONDARY EDUCATION COMMISSION, COMPREHENSIVE PLANNING, AND COST OF EDUCATION DATA

AMENDMENTS TO TITLE XII OF THE HIGHER EDUCATION ACT OF 1965

SEC. 196. Title XII of the Higher Education Act of 1965 is amended by adding after section 1201 the following two new sections: Ante, p. 260.

"STATE POSTSECONDARY EDUCATION COMMISSIONS

"SEC. 1202. (a) Any State which desires to receive assistance under section 1203 or title X shall establish a State Commission or designate an existing State agency or State Commission (to be known as the State Commission) which is broadly and equitably representative of the general public and public and private nonprofit and proprietary institutions of postsecondary education in the State including community colleges (as defined in title X), junior colleges, postsecondary vocational schools, area vocational schools, technical institutes, four-year institutions of higher education and branches thereof. Post, p. 325. Ante, p. 312.

"(b) Such State Commission may establish committees or task forces, not necessarily consisting of Commission members, and utilize existing agencies or organizations, to make studies, conduct surveys, submit recommendations, or otherwise contribute the best available expertise from the institutions, interest groups, and segments of the society most concerned with a particular aspect of the Commission's work.

"(c)(1) At any time after July 1, 1973, a State may designate the State Commission established under subsection (a) as the State agency or institution required under section 105, 603, or 704. In such a case, the State Commission established under this section shall be deemed to meet the requirements of such sections for State agencies or institutions. 79 Stat. 1220, 1262. 20 USC 1005, 1123.

"(2) If a State makes a designation referred to in paragraph (1)— Ante, p. 290.

"(A) the Commissioner shall pay the State Commission the amount necessary for the proper and efficient administration of the Commission of the functions transferred to it by reason of the designation; and

"(B) the State Commission shall be considered the successor agency to the State agency or institution with respect to which the designation is made, and action theretofore taken by the State agency or institution shall continue to be effective until changed by the State Commission.

"(d) Any State which desires to receive assistance under title VI or under title VII but which does not desire, after June 30, 1973, to place the functions of State Commissions under such titles under the authority of the State Commission established pursuant to subsection (a) shall establish for the purposes of such titles a State Commission which is broadly representative of the public and of institutions of higher education (including junior colleges and technical institutes) in the State. Such State Commissions shall have the sole responsibility for the administration of State plans under such titles VI and VII within such State. 20 USC 1121. Ante, p. 268.

APPENDIX J

COPY OF ACT ESTABLISHING THE STATE PLANNING COUNCIL FOR POST HIGH SCHOOL EDUCATION

CHAPTER 70-195

House Bill No. 4221

AN ACT relating to post high school education; amending chapter 229, Florida Statutes, by adding sections 229.815, 229.820, and 229.825 creating the state planning council for post high school education of the department of education; providing for its membership and terms of office; directing the council to perform certain advisory functions; creating the Florida independent higher education committee; providing for its membership and functions; providing an effective date.

Be It Enacted by the Legislature of the State of Florida:

Section 1. Chapter 229, Florida Statutes, is amended by adding sections 229.815, 229.820, and 229.825 to read:

229.815 State planning council for post high school education.—

(1) The state planning council for post high school education of the department of education is created and shall consist of eleven (11) members as follows:

(a) One (1) member of the state senate appointed by the president of the senate.

(b) One (1) member of the state house of representatives appointed by the speaker of the house.

(c) The director of the division of planning and budgeting of the department of administration.

(d) Three (3) persons to be appointed by the state board of education, one (1) person representing each of the following categories:

1. State vocational education;
2. State universities;
3. State community colleges.

Appointments shall be made from a list of two (2) or more names nominated for each position by the commissioner of education.

(e) One (1) person representing an independent institution of higher education in Florida to be appointed by the state board of education from a list of two (2) or more names nominated by the commissioner of education upon the recommendation of the Independent Colleges and Universities of Florida, Inc.

(f) Four (4) persons representing the public to be appointed by the state board of education from a list of two (2) or more names nominated for each postion by the commissioner of education.

(2) Legislative members shall serve for a term of two (2) years commencing on July 1 of each even-numbered year. The offices of legislative members shall become vacant if they cease to be members of the house of the legislature from which they were appointed. Members appointed by the state board of education shall serve for a term of four (4) years, commencing July 1 in the year of appointment, except that the initial members appointed shall serve for terms designated by the state board of education as follows: Two members shall serve for a term of one (1) year; two (2) members shall serve for a term of two (2) years; two (2) members shall serve for a term of three (3) years; two (2) members shall serve for a term of four (4) years. Vacancies shall be filled for unexpired terms in the same manner in which the initial members were appointed. Members appointed by the state board of education shall have been residents of the state for a period of at least three (3) years prior to their appointment. All members of the council are eligible for reappointment.

(3) Members of the council shall elect a chairman and vice-chairman who shall serve for terms of two (2) years.

(4) Members of the council shall receive no compensation for their services but shall be reimbursed for expenses as provided in section 112.06, Florida Statutes.

(5) The council, in addition to utilizing the services of the department of education, shall employ such staff as may be necessary to the full performance of its functions, subject to the approval of the state board of education.

229.820 Functions of council.—

(1) The state planning council for post high school education shall function in an advisory capacity to the commissioner of education for the following purposes:

(a) To continuously review and evaluate the effectiveness of a comprehensive post high school educational plan and to periodically revise such plan in coordination with the division of universities, the division of vocational education, and the division of community colleges;

(b) To evaluate and revise space utilization standards and procedures and to continuously review the implementation of such procedures by all public post high school educational institutions;

(c) To give particular emphasis to the adoption of procedures required to attain four (4) quarter utilization of facilities by 1977;

(d) To establish enrollment projection standards and procedures and to continuously review the implementation of such procedures by all public post high school educational institutions;

(e) To establish criteria and to determine needs on the basis of these criteria for new public post high school educational institutions.

(2) The state planning council for post high school education is designated as the advisory council to the Florida state commission for title I of the higher education facilities act of 1963, as amended, and shall serve in an advisory capacity for other such post high school educational programs as may be assigned to it.

229.825 Florida independent higher education committee.—

(1) There is created the Florida independent higher education committee to consist of nine (9) members as follows:

(a) Three (3) members of the state planning council for post high school education to be appointed by the state board of education.

(b) Three (3) persons representing independent colleges and universities to be appointed by the state board of education from a list of two (2) or more names nominated for each position by the commissioner of education upon the recommendation of the Independent Colleges and Universities of Florida, Inc.

(c) Three (3) persons representing the public to be appointed by the state board of education from a list of two (2) or more names nominated for each position by the commissioner of education.

(2) The committee shall meet as soon as practicable after the effective date of this act, upon call of the commissioner of education, to organize and to elect a chairman. The committee is authorized to employ such staff as necessary to carry out the purposes of this act, subject to the approval of the state board of education. Members of the committee shall receive no compensation for their services but shall be reimbursed for expenses as provided in section 112.061, Florida Statutes.

(3) The committee shall function in an advisory capacity to the commissioner of education for the following purposes:

(a) To conduct a review of the future role and scope of independent higher education;

(b) To gather and present information of a financial nature on Florida's independent higher education to the state planning council for post high school education;

(c) To develop and recommend procedures whereby such independent institutions in Florida not accredited by the Southern Association of Colleges and Schools are registered and licensed by the state on the basis of minimum standards.

(4) The committee shall prepare and submit its report and recommendations to the state planning council for post high school education, the commissioner of education, and the state board of education by March 1, 1972, and at that time the committee shall be abolished.

Section 2. This act shall take effect July 1, 1970.

Became a law without the Governor's approval.

Filed in Office Secretary of State June 24, 1970.

APPENDIX K

A COPY OF THE LETTER FROM JOHN OTTINA, U.S. COMMISSIONER OF EDUCATION, DATED MARCH 1, 1974, TO ALL STATE GOVERNORS IMPLEMENTING STATE POSTSECONDARY EDUCATION COMMISSIONS AND A COPY OF THE OFFICE OF STUDENT ASSISTANCE PROGRAM ANNOUNCEMENT ABOUT JOHN OTTINA'S LETTER OF MARCH 1, 1974

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

March 1, 1974

Dear Governor:

You are perhaps aware that the Labor-HEW Appropriations Act for Fiscal Year 1974 includes the sum of $3 million for Federal support of State Postsecondary Education Commissions. These monies have been made available by the Congress under the appropriation authority contained in Section 1203 of the Higher Education Act of 1965 (as amended in 1972), which provides that State Commissions established pursuant to Section 1202 of the same Act may apply to the U.S. Commissioner of Education for grant funds and/or technical assistance to support "...comprehensive inventories of, and studies with respect to all public and private postsecondary educational resources in the State, including planning necessary for such resources to be better coordinated, improved, expanded or altered so that all persons within the State who desire, and who can benefit from postsecondary education may have an opportunity to do so."

In approving the $3 million appropriation which the Administration had requested, Congress recognized that much of the money would need to be obligated to support the Higher Education Facilities Commissions; and, indeed, that some of this money had already been obligated for this purpose under the continuing resolution. At the same time, however, the Congress also stated its intention "that a substantial portion of this appropriation should be made available" for Section 1203 planning grants and/or technical assistance to those States which desire to establish State Postsecondary Education Commissions under Section 1202. And finally, the Congress called upon the U.S. Office of Education "to do whatever is necessary" to see that those States which comply with the criteria for Postsecondary Education Commissions set forth in Section 1202 of the Higher Education Act, as amended, will "get assistance from this appropriation to move ahead in launching the work of these important commissions."

In accordance with Congressional intent, and after a careful review of the work which the Higher Education Facilities Commissions must complete during the remainder of Fiscal Year 1974, we have moved to limit the aggregate total of State allotments for work performed by the facilities commissions to a maximum figure of $2 million, leaving at least $1 million of the Section 1203 appropriation for FY 74 available to fund applications from Section 1202 State Commissions for Section 1203 planning grants and/or technical assistance.

With this action accomplished, we are now confronted with the question of what is necessary to bring about establishment of State Postsecondary Education Commissions which (a) will comply with the criteria set forth in Section 1202(a) of the Higher Education Act, and (b) will thereby qualify to apply for and receive Section 1203 planning grant funds and/or technical assistance from the $1 million which the U.S. Office of Education has reserved for such purposes in accordance with instructions from the Congress.

In reviewing the rather lengthy and substantial record of discussions on this subject, it seems to me that the salient points are as follows:

(1) There is no general Federal requirement that the States establish Section 1202 Commissions. Only those States which desire to receive assistance under the Section 1203 authority, i.e., from the $1 million which is presently reserved to support that authority, are required to establish Commissions which comply with the criteria set forth in Section 1202(a).

(2) If a State desires to receive Section 1203 assistance, and decides to establish a Section 1202 Commission in order to qualify for such assistance, the law implies three options from which the State may choose in meeting the criteria set forth in Section 1202(a): (a) creation of an entirely new Commission which meets the criteria of Section 1202(a), (b) designation of an existing State agency or State Commission, if it meets the Section 1202(a) criteria, or (c) expanding, augmenting, or reconstituting the membership of an existing State agency or State Commission to meet Section 1202(a) criteria.

(3) The only function which Federal law authorizes the designated 1202 Commission to perform, and for which the $1 million is being reserved from the FY 74 appropriation, is planning for postsecondary education. The expectation is that other State agencies and Commissions, local governments, and institutions of postsecondary education would use the results of planning activities undertaken by the State Commission to carry out their respective administrative responsibilities.

(4) In addition, the law provides two options between which the State may choose in providing for continuing State administration of the Community Services and Continuing Education authority (HEA Section 105), the Equipment for Undergraduate Instruction authority (HEA Section 603) and the Grants for Construction of Undergraduate Academic Facilities authority (HEA Section 704); namely, (a) designation of the Section 1202 Commission to serve as the State agency for purposes of administering any one or more of these program authorities, or (b) maintenance of separate State agencies or Commissions to administer these program authorities.

(5) Finally, and certainly most importantly, whichever option the State chooses to pursue in bringing about the establishment of a Section 1202 Commission, and whatever additional responsibilities the State decides to assign to the Commission beyond the planning responsibilities authorized under Section 1203, Section 1202(a) of the law prescribes that the State Commission must be "broadly and equitably representative of the general public and public and private nonprofit and proprietary institutions of postsecondary education in the State including community colleges, junior colleges, postsecondary vocational schools, area vocational schools, technical institutes, four-year institutions of higher education and branches thereof."

This letter is intended as an invitation for you to advise me as to the course of action which will be followed with respect to implementation of Sections 1202 and 1203 of the Higher Education Act, as amended, in your State.

If your State does not desire to establish a Section 1202 State Commission to apply for a planning grant and/or technical assistance under the FY 74 appropriation for Section 1203 planning activities, it would help us if you could notify the U.S. Office of Education of this fact as soon as possible.

If your State does desire to establish a State Commission which meets the "broadly and equitably representative" criteria of Section 1202(a), and thereby qualifying said Commission to apply for and receive Section 1203 planning grants and/or technical assistance from the FY 74 appropriation, the U.S. Office of Education needs to receive the following information from you by April 15, 1974:

(1) Which of the three options for establishing a Section 1202 Commission has your State chosen to follow: (a) creation of a new Commission, (b) designation of an existing State agency or State Commission, or (c) expanding, augmenting or reconstituting the membership of an existing State agency or State Commission?

(2) Which, if any, of the following State-administered program authorities contained in the Higher Education Act has your State chosen to assign to the Section 1202 Commission:

    (a) Community Services and Continuing Education (HEA Section 105)?

    (b) Equipment for Undergraduate Instruction (HEA Section 603)?

    (c) Grants for Construction of Undergraduate Academic Facilities (HEA Section 704)?

(3) What is the Commission's official name, address and telephone number?

(4) What are the names, mailing addresses and terms of office of the Commission's members?

(5) What is the name, title, mailing address, and telephone number of the Commission's principal staff officer?

(6) A letter signed by you explaining how the membership of your State Commission meets the "broadly and equitably representative" requirements of Section 1202(a) at the present moment, and what provisions have been made to insure continuing compliance with these requirements of the law.

We hope you will find the procedure outlined in this letter to be comfortable, convenient, and effective in carrying out the intent of Congress with maximum respect for the prerogatives of the States. Several States have previously communicated with the U.S. Office of Education about some action or another with respect to Section 1202. Since we had not decided which approach or what conditions and criteria would be used to activate the Section 1203 planning grants program, the U.S. Office of Education is not in a position to recognize any correspondence prior to this letter as sufficient evidence of compliance with the procedures now agreed upon and set forth above.

If you have any questions or concerns, please get in touch with me or John D. Phillips, Acting Associate Commissioner for Student Assistance, who can be reached at Area Code 202--245-9436. In the meantime, we will be preparing application materials and funding criteria for the award of Section 1203 planning grants and technical assistance. We expect that planning grants made during this Fiscal Year will remain available for expenditure by the Section 1202 State Commissions through June 30, 1975.

Sincerely,

John Ottina
U.S. Commissioner
of Education

Enclosure: Copy of Sections 1202 and 1203, Higher Education Act of 1965, as amended

cc. State Higher Education Executive Officers
Chief State School Officers
State Higher Education Facilities Commissions (if different than SHEEO)
Executive Officer of State Boards for Vocational Education (if different than CSSO)
Executive Directors of State Community College Boards (if different from all of the above)

"STATE POSTSECONDARY EDUCATION COMMISSIONS

"SEC. 1202. (a) Any State which desires to receive assistance under section 1203 or title X shall establish a State Commission or designate an existing State agency or State Commission (to be known as the State Commission) which is broadly and equitably representative of the general public and public and private nonprofit and proprietary institutions of postsecondary education in the State including community colleges (as defined in title X), junior colleges, postsecondary vocational schools, area vocational schools, technical institutes, four-year institutions of higher education and branches thereof.

Post, p. 325.
Ante, p. 312.

"(b) Such State Commission may establish committees or task forces, not necessarily consisting of Commission members, and utilize existing agencies or organizations, to make studies, conduct surveys, submit recommendations, or otherwise contribute the best available expertise from the institutions, interest groups, and segments of the society most concerned with a particular aspect of the Commission's work.

"(c)(1) At any time after July 1, 1973, a State may designate the State Commission established under subsection (a) as the State agency or institution required under section 105, 603, or 704. In such a case, the State Commission established under this section shall be deemed to meet the requirements of such sections for State agencies or institutions.

79 Stat. 1220, 1262.
20 USC 1005, 1123.
Ante, p. 290.

"(2) If a State makes a designation referred to in paragraph (1)—

"(A) the Commissioner shall pay the State Commission the amount necessary for the proper and efficient administration of the Commission of the functions transferred to it by reason of the designation; and

"(B) the State Commission shall be considered the successor agency to the State agency or institution with respect to which the designation is made, and action theretofore taken by the State agency or institution shall continue to be effective until changed by the State Commission.

"(d) Any State which desires to receive assistance under title VI or under title VII but which does not desire, after June 30, 1973, to place the functions of State Commissions under such titles under the authority of the State Commission established pursuant to subsection (a) shall establish for the purposes of such titles a State Commission which is broadly representative of the public and of institutions of higher education (including junior colleges and technical institutes) in the State. Such State Commissions shall have the sole responsibility for the administration of State plans under such titles VI and VII within such State.

20 USC 1121.
Ante, p. 288.

"COMPREHENSIVE STATEWIDE PLANNING

Ante, p. 312.

"SEC. 1203. (a) The Commissioner is authorized to make grants to any State Commission established pursuant to section 1202(a) to enable it to expand the scope of the studies and planning required in title X through comprehensive inventories of, and studies with respect to, all public and private postsecondary educational resources in the State, including planning necessary for such resources to be better coordinated, improved, expanded, or altered so that all persons within the State who desire, and who can benefit from, postsecondary education may have an opportunity to do so.

"(b) The Commissioner shall make technical assistance available to State Commissions, if so requested, to assist them in achieving the purposes of this section.

Appropriation.

"(c) There are authorized to be appropriated such sums as may be necessary to carry out this section.".

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

Contact:
Dr. John Phillips
202-245-9436

March 1, 1974

OFFICE OF STUDENT ASSISTANCE PROGRAM ANNOUNCEMENT

In letters sent today the U.S. Commissioner of Education John Ottina invited the Governor of each State and Territory to establish a "broadly and equitably representative" State postsecondary education commission, as provided in Section 1202 of the Higher Education Act, as amended, if the State desires to apply for Federal support of State postsecondary planning activities under Section 1203 of the same Act.

In his letters to the Governors, Commissioner Ottina announced that a minimum of $1 million is being reserved from appropriations for FY1974 to provide grants to the State postsecondary education commissions established by certification of the Governors to support Section 1203 planning activities.

The letters indicated that the planning activities would be "comprehensive inventories of, and studies with respect to all public and private postsecondary educational resources in the State, including planning necessary for such resources to be better coordinated, improved, expanded or altered so that all persons within the State who desire, and who can benefit from postsecondary education may have an opportunity to do so." Ottina also indicated an expectation that Section 1203 planning grant monies obligated during FY1974 would remain available for expenditure by the State postsecondary education commissions to support planning activities through the end of FY1975.

Today's announcement ended a twelve-month suspension of activity with respect to implementation of Sections 1202 and Section 1203 of the Higher Education Act, as amended and reflected a policy decision to place the responsibility for interpreting the "broadly and equitably representative" requirement for the Section 1202 State Commissions in the hands of the States, instead of relying upon Federal regulations to guide State conduct in establishing the Commissions.

The law prescribes that the Commissions must be "broadly and equitably representative of the general public and public and private nonprofit and proprietary institutions of postsecondary education in the State, including community colleges, junior colleges, postsecondary vocational schools, area vocational schools, technical institutes, four-year institutions of higher education and branches thereof."

Commissioner Ottina's letters to the Governors called attention to these statutory requirements, and invited the Governors to file a letter certifying compliance with these representation requirements by April 15, 1974, if the State decides to establish a Section 1202 State Commission to apply for the Section 1203 planning grant funds.

VITA AUCTORIS

VITA AUCTORIS

The writer has an extensive and diversified experience background. His birthplace and date is Evanston, Cook County, Illinois, December 8, 1927. He graduated from New Trier High School and Loyola University. Upon receiving a Bachelor of Science in Commerce Degree with an accounting major in 1951, he was called into military service. After serving two years in the U.S. Army, he worked intermittently in industry as he did graduate work in business education. He received a Master of Science in Commercial Teaching Degree from the University of Illinois in 1957. In addition, the writer has done post graduate work in administration and education at six other colleges and universities.

The writer has over eight years of business experience and his longest period of employment was with Culligan, Incorporated. He worked three and one-half years for Culligan, Incorporated or one of its wholly owned subsidiaries. During this period of time, he progressed through the corporate structure at a rapid rate. His final position with Culligan, Incorporated was that of general manager of Culligan's wholly owned subsidiary corporation in Buffalo, New York. The writer had complete profit and loss responsibility for this technical sales and service corporation. At the same time, the writer was the treasurer of an advertising cooperative of thirty-four Culligan dealers throughout western New York and Canada that pooled their resources to purchase television and radio advertising time.

In 1959, the writer and his family returned to the Chicago area and he began to teach as a business education teacher for the City of Chicago. Within a year's time his interests became specialized and he started to teach Distributive Education. For seven years, he worked as a Distributive Education coordinator in the Chicago area. While serving in that capacity, he also was a co-author of the Distributive Education Curriculum Guide--Chicago Board of Education, a co-author of Distributive Education--A Story of Success, President of the Association of Distributive Education Coordinators of Chicago, active in Distributive Education Clubs of America and the Future Distributors of Illinois Association, helped design and equip Distributive Education classrooms, gave talks and wrote newspaper articles on Distributive Education, and performed other activities related to Distributive Education.

The writer became a coordinator of administrative functions in the Department of Government Funded Programs, Chicago Board of Education in 1968 and in 1970 a staff assistant in the same department. He was responsibile for coordinating the operational phase of various financial programs of the Department of Government Funded Programs.

In 1973, the writer resigned from the Chicago Board of Education to work full-time on his doctoral dissertation.